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BOOK TWO-PART 3

الْقَاهِرةُ Cairo 2004

الكتاب الثانى الجزء الثالث

Salanda Caranta

in the same of the			
ٱلْمَوْضُوعُ النَّحْوِيُّ	اَلْعُنْوَانُ	رقم الصفخة	رقم الكوس
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ألف هذا الكتاب بالعربية:

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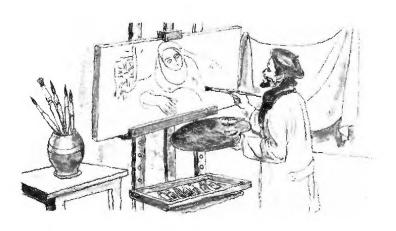
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\$10.

الدَّرْسُ الثَّمَانُونَ Lesson Eightv



The Painter

أَحْضَرَ الْمُصَوِّرُ الْحَامِلَ . وَضَعَ الْمُصَوِّرُ اللَّوْحَةَ عَلَى الْحَامِلِ . The painter brought the easel. The painter put the canvas (the board) on the easel.

أَحْضَرَ الْمُصَوِّرُ الْفُرْشَةَ وَالْأَلُوانَ .

The painter brought the brush and the colours.

ٱلْمُصَوِّرُ مُسْتَعِدُ . أُحْضِرَ الْحَامِلُ ، وَوُضِعَتِ اللَّوْحَةُ عَلَيْهِ ، وَأُضِعَتِ اللَّوْحَةُ عَلَيْهِ ، وَأُخْضِرَتِ الْفُرْشَةُ وَالْأَلْوَانُ .

The painter is ready. The easel was brought, the board was put on it, and the brush and colours were brought.

الْفُرْشَةُ أَدَاةُ الْمُصَوِّرِ . تُسْتَعْمَلُ الْفُرْشَةُ فِي التَّصْوِيرِ .

The brush is the instrument of the painter.

The brush is used in painting.

وَزَّعَ الْمُصَوِّرُ الْأَلُوانَ بِالْفُرْشَةِ . وُزِّعَتِ الْأَلْوَانُ عَلَى اللَّوْحَةِ بِالْفُرْشَةِ . The painter applied the colours with the brush.

يَرْسُمُ الْمُصَوِّرُ مَنْظَراً بَهِيجاً . وَلِهَذَا يَسْتَعْمِلُ أَلُوَاناً زَاهِيَةً . The painter is painting a joyful scene. And so he is using bright colours.

عِنْدَمَا يُرْسَمُ مَنْظَرٌ بَهِيجٌ تُسْتَعْمَلُ أَلْوَانٌ زَاهِيَةٌ .

When a joyful scene is painted, bright colours are used

وَعِنْدُمَا يُرْسَمُ مَنْظَرٌ حَزِينٌ تُسْتَعْمَلُ أَلُوانٍ مُعْتِمَةً . When a sad scene is painted, dim colours are used.

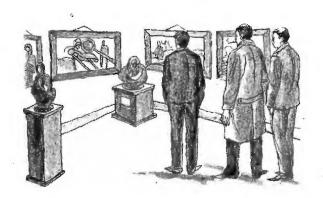
تُمَثِّلُ الْأَلْوَانُ الْفَرَحَ أَوِ الْحُزْنَ . يُمَثَّلُ الْفَرَحُ بِاللَّوْنِ الزَّاهِي . وَيُمَثَّلُ الْحُزْنُ بِاللَّوْنِ الْمُعْتِمِ . The colours represent joy or grief. Joy is represented by a bright colour. Grief

is represented by a dim colour.

فِي الْقَاهِرَةِ مَعَارِضُ لِلصُّورِ ، تَعْرِضُ إِنْتَاجَ الْمُصَوِّرِينَ . In Cairo there are painting exhibitions which display the works of painters.

يُعْرَضُ فِيهَا إِنْتَاجُ الْمُصَوِّرِينَ الْكِبَارِ وَالْمُصَوِّرِينَ النَّاشِئِينَ .

The works of senior and junior painters are exhibited there.



يُقَدَّرُ الْمُصَوِّرُونَ الْكِبارُ ، وَيُشَجَّعُ النَّاشِئُونَ . The senior painters are appreciated and the iuniors are encouraged.

تُنَظَّمُ لَهُمُ الْمَعَارِضُ ، وَيُمْنَحُ الْمُتَفَوِّقُونَ مِنْهُمْ مِنَحَ التَّفَرُّغِ . Exhibitions are organised for them and the excellent ones among them are given « full - occupation » grants.

GRAMMATICAL NOTES

ٱلْمُلَاحَظَاتُ النَّحْوِيَّةُ

أَحْضَرَ الْمُصَوِّرُ الْحَاملَ . أَحْضَرَ الْحَاملُ .

The first sentence is verbal. It consists of a past-tense verb (أَحْضَرُ), a subject (اَلْمُصُوِّرُ) and a direct object (اَلْمُصُوِّرُ) .

The second sentence is also verbal, but the subject is omitted and the direct object replaces it; (الْحَامِلُ) is therefore called the substitute of the subject (اَلْمَبْنيُّ لِلْمَجْهُولِ) is called passive (أَحْضِرَ) and its verb (اَلْمَبْنيُّ لِلْمَجْهُولِ)

Note that the past-tense verb changes its form when it is used in the passive voice. In the first sentence the verb is (أَحْضُرُ), but in the second it is (اَلْضَّمَّةُ) where the initial consonant (أَلْهَمْزَةُ) is pronounced with (أَحْضَرَ) and the penultimate (the last but one) (اَلْضَّادُ) is pronounced with (أَلْكُسْرَةً).

The substitute of the subject is always in the nominative case which is here indictated by (اَلْضَّاةُ) since the noun (اَلْضَّاةُ) is singular.

The first sentence is verbal. It consists of a present-tense verb (يُرْسُمُ) , a subject (اَلْمَصُوِّرُ) , and a direct object (اَلْمَصُوِّرُ) .

The second sentence consists of a passive present-tense verb (يُرْسَمُ) and a substitute of the subject (مَنْظُرٌ) .

Note the form of the passive present-tense verb:
the initial consonant (اَلْيَاءُ) is pronounced with (أَلْفَتُحَةُ) and the
penultimate (اَلْسَينُ) is pronounced with (

The subject substitute (مَنْظُرٌ) is in the nominative case indicated here by (اَلْضَاعَةُ) since it is singular.

The substitute of the subject in the second sentence (الْمُصَوِّرُونَ) is in the nominative case indicated here by (الْوَاوُ) since it is a sound masculine plural.

In the second sentence the subject substitute (صُورَتَانَ) is in the nominative case indicated here by (الْأَلْفُ) since it is a dual. Note that the passive verb (عُرضَتُ) ends with the feminine ending (تُ فَحَتُ because the substitute of the subject is feminine.

EXERCISES 5

1. Fill in the blanks with suitable substitutes of the subject, marking the signs of the nominative case:

2. Fill in the blanks with suitable passive verbs:

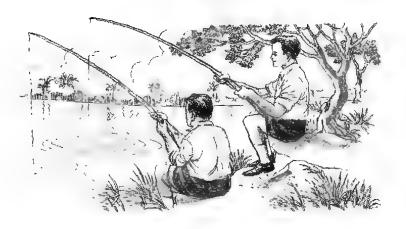
 Put the past-tense verbs in the following sentences into the passive. Make any necessary changes.
 (Revise lesson 26)

4. Put the present-tense verbs in the following sentences into the passive. Make any necessary changes.

- ب _ يَرْفَعْ السَّمَّاعَةَ .
- ج _ يُدَوِّرُ الْقُرْضَ .
- د _ يُسْمَعُ صَوْتَ الْجَرَسِ .
- 5. Underline the substitute of the subject in each of the following sentences indicating the sign of the nominative case:
 - ا _ تُحْمَلُ الْحَقَائِبُ الصَّغِيرَةُ .
 - ب أُخْرِجَتِ الْبَقَرَاتُ مِنَ الْحَظِيرَةِ.
 - ج _ يُشَاهَدُ الْمُمَثِّلُونَ عَلَى الْمَسْرَحِ.
 - د _ يُحَبُّ الْمُودَّبُونَ .

اَلدَّرْسُ الْحَادِي وَالثَّمَانُونَ

Lesson Eighty-One



كَانَ الْجَوُّ صَحْواً ، وَكَانَتِ الشَّمْسُ مُشْرِقَةً .

The weather was bright and the sun was shining.

قَالَ نَبِيلٌ : لِمَاذًا لَا أَصْطَادُ الْيَوْمَ ؟

Nabil said, "Why don't I go fishing today?

سَأَذْهَبُ إِلَى صَدِيقِي عَادِلٍ .

I will go to my friend Adel."

. أَخَذَ نَبِيلٌ الصِّنَارَةَ وَالطُّعْمَ . وَذَهَبَ إِلَى عَادِل . Nabil took the fishing rod and the bait and went to Adel.

_ هَلْ تُحِبُّ أَنْ تَـاَّتِي مَعِي ؟

Would you like to come with me?

_ نَعَمْ ، أَيْنَ نَصْطَادُ الْيَوْمَ ؟

Yes. Where do we go fishing today?

_ أَعْرِفُ تُرْعَةً كَثِيرَةَ السَّمَكِ .

I know of a canal which has plenty of fish

_ هَلْ هِيَ بَعِيدَةٌ عَنْ قَرْيَتِنَا ؟

Is it far from our village?

- لا ، لَيْسَتِ التُّرْعَةُ بَعِيدَةً .

No, the canal is not far.

أَخْضَرَ عَادِلٌ صِنَارَتَهُ ، وَخَرَجَ مَعَ نَبِيلٍ.

Adel brought his fishing rod and went out with Nabil.

كَانَ الصَّدِيقَانِ مَشْرُورَيْنِ .

The two friends were pleased.

وَصَلَ الصَّدِيقَانِ إِلَى التُّرْعَةِ .

The two friends arrived at the canal.

جَلَسَ نَبِيلٌ فِي ظِلِّ شَجَرَةٍ ، وَجَلَسَ عَادِلٌ قَرِيباً مِنْهُ . Nabil sat in the shade of a tree.

Adel sat near him.

رَمَى نَبِيلٌ صِنَارَتَهُ ، فَكَانَ حَظُّهُ سَعِيداً .

Nabil cast his fishing rod; he was lucky.

اصْطَادَ نَسِيلٌ سَمَكَةً ، فَثَانِيَةً ، فَثَالِثَةً . Nabil caught a fish, then a second, and then a third.

كَانَ عَادِلٌ سَيِّئُ الْحَظِّ ، فَقَالَ لَهُ نَبِيلٌ :

Adel was unlucky. Nabil said to him,

اَلْقَى عَادِلٌ الصِّنَارَةَ ، فَكَانَ حَظُّهُ سَعِيداً . Adel cast his fishing rod: he was lucky.

صَادَ سَمَكَةً ، فَتَانِيَةً ، فَتَانِيةً ، فَتَانِيةً ، فَتَانِيةً ، فَتَانِيةً . He caught a fish, then a second, and then a third,

قَالَ عَادِلٌ لِنَبِيلٍ:

Adel said to Nabil,

صَارَ السَّمَكُ كَثِيراً .

"We have now plenty of fish,"

ظَلَّ الصَّدِيقَانِ جَالِسَيْنِ حَتَّى انْتُصَفَ النَّهَارُ .

The two friends remained sitting until noon.

قَالَ عَادِلٌ:

Adel said,

صَارَتِ الشَّمْسُ مُحْرِقَةً . هَلْ نَرْجِعُ الْآنَ إِلَى بَيْتِنَا ؟ "The sun has become scorching. Shall we go back home now?"

أَجَابَ نَبِيلٌ:

Nabil answered,

نَعَمْ ، فَقَد اصْطَدْنَا سَسَكاً كَثيراً . " Yes. We have caught a lot of fish."

: قَالَ عَادِلٌ :

Adel said,



كَانَ الصَّيْدُ مُوَفَّقًا .

"It was a lucky fishing (trip)."

فَقَالَ نَبِيلٌ :

Nabil said,

وَسَيَكُونُ الْغِذَاءُ شَهِيًّا .

" And food will be delicious."

The first sentence is nominal. It consists of a subject and a predicate, both of which are in the nominative case.

Note that the second sentence consists of the same subject and predicate but begins with (کَانَ). This verb has changed the case of the predicate from the nominative (صَحْوَ) to the accusative (صَحْوً) .

Note that the accusative case is indicated here by (عُنْتُ عَنْ) since the predicate is singular.

The first sentence consists of a subject and a predicate. The second sentence consists of the same subject and predicate but begins with (i) which has made the predicate accusative.

Note that the feminine ending (اللَّهُ) is suffixed to (اللَّهُ) because the subject (اللَّهُ مُسَلُّ) is feminine.

The first sentence is nominal. It consists of a subject and a predicate, both of which are in the nominative case. The second sentence consists of the same subject and predicate but begins with the verb. () which has made the predicate accusative.

Note that the feminine ending (اَلَيْسَ) is suffixed to the verb (الَيْسَ)

because the subject (اَلَيْسُ عَهُ) is feminine . Note also that (الَيْسُ عَهُ) expresses negation.

اَلسَّمَلُ كَثِيرٌ . صَارَ السَّمَكُ كَثِيرًا . 4-

The first sentence consists of a subject and a predicate, both of which are in the nominative case. The second sentence consists of the same subject and predicate but begins with the verb () which has made the predicate accusative.

Thus (صَارَ) functions in exactly the same way as (كَانَ) and (لَيْسَرَ).

Note that the feminine ending (اَلْتَاءُ) is not suffixed to (صَارَ) because the subject is masculine.

Note that (صار) expresses change

In this sentence the verb (ظُلُلُّ) also makes the predicate accusative. The accusative case is indicated here by (الْمِيَالُونَ) since the predicate (جَالِسَيْنِ) is dual.

6- The following verbs function in exactly the same way as كَانَ ، لَيْسَ ، صَارَ ، ظَلَّ .

: it expresses timing in the morning.

it expresses timing in the late morning.

it expresses timing in the evening.

it expresses timing at night.

7. The present form of these verbs, except (اَلْيُنَاءُ) which has no present form, functions as the past form, e.g.

EXERCISES

- 1. Begin each of the following sentences with (اكَانَ) indicating the case ending of the predicate:
 - ا _ اَلْفَا كِهَةُ لَذِيذَةً .
 - ب _ أَلصَّوْتُ مُرْتَفِعٌ .
 - ج _ أَلْقِطَارُ سَرِيعٌ .
 - د ـ ألْبَابُ مَفْتُوحٌ .
 - ه _ اَلسَّيَّارَةُ جَدِيدَةٌ .
- 2. Begin each of the following sentences with () indicating the case endings of the subject and the predicate:
 - ا _ اَلشَّبَّاكُ مَفْتُوحٌ .
 - ب _ اَلْخُجْرَةُ وَاسِعَةٌ .
 - ج _ ٱلْمَائدَةُ مُنَظَّمَةٌ .
 - د _ أَلسَّمَاءُ صَافِيَةٌ .
- 3. Fill in the blanks with suitable predicates:
 - ا كَانَ الصَّدِيقَانِ ، وَكَانَ حَظُّهُمَا
 - ب كَانَ عَادِلُ الْحَظَّا .
 - ج _ سَيكُونُ الْغذَاءُ
 - د صَارَتِ الشُّمْسُ

4. Answer the following sentences using (لَيْسَلُ) . Follow the example given in the first sentence.

إِنَّ الْبِتْرُولَ الذَّهَبُ الْأَسْوَدُ .

Petroleum is the black gold.

أَنْتَ تَعْلَمُ أَنَّ الْبِتْرُولَ وَقُودٌ نَافِعٌ .

You know that petroleum is a useful fuel

تَسِيرُ بِهِ السُّفُنُ والسُّيَّارَاتُ وَالطَّيَّارَاتُ .

Ships, cars and aeroplanes run by it.

وَتَدُورُ بِهِ أَيْضاً آلَاتُ الصِّنَاعَةِ وَالزِّرَاعَةِ .

Industrial and agricultural machines are run by it, too.

وَيُسْتَخْدَمُ فِي الْإِضَاءَةِ بِالْقُرَى .

It is used in lighting in the villages.

وَيَدْخُلُ فِي صِنَاعَاتٍ مُتَعَدِّدَةٍ . `

It is used in many industries.



تَحْفُرُ الشَّرِكَاتُ الْآبَارَ فِي الْأَمَاكِنِ الْمُخْتَلِفَةِ ،

لَكُلَّ الْبِتْرُولَ كَامِنٌ فِي بَاطِنِهَا . hoping that petroleum may be latent in them.

وهِيَ تُنْفِقُ فِي ذَلِكَ أَمُوالًا كَثِيرةً ،

In this they spend much money,

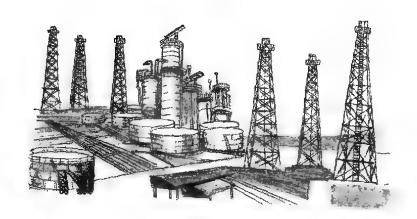
كَأَنَّ الْبِتْرُولَ الْحَيَاةُ .

as if petroleum were life (itself).

ٱلْوَطَنُ الْعَرَبِيُّ غَنِيٌّ بِالْبِتْرُولِ ،

The Arab world is rich in petroleum.

اَلدَّرْسُ الثَّانِي وَالثَّمَانُونَ Lesson Eighty-Two



اَلْبِتْرُولُ Petroleum

إِنَّ الذَّهَبَ الْأَصْفَرَ مَعْدِنَّ نَفِيسٌ ،

Yellow gold is a precious metal.

تُصْنَعُ مِنْهُ الْخُلِيُّ .

We make ornaments from it.

وَالْقُطْنُ ذَهَبُ أَبْيَضُ ،

Cotton is white gold.

تُصْنَعُ مِنْهُ الْمَلَابِشُ .

We make clothes from it.

فَهَلْ تَعْرِفُ الذَّهَبَ الْأَسْوَدَ ؟

Do you know what black gold is?

15-10

وَلَكِنَّ الْبِشْرُولَ وَفِيرٌ فِي بَعْضِ دُولِهِ دُونَ بَعْضِهَا الْآخَرِ . However, petroleum is abundant in some but not in other countries of the

Arab world.

فَلَيْتَ الْعَرِبَ مُنْتَفِعُونَ بِهِ انْتِفَاعاً كَاملًا . Let us hope that the Arabs may make full use of it.

إِنَّ الذَّهَبَ مَعْدِنٌ .

This sentence was originally (اَللَّهُ مُعُدُنُ) consisting of a subject (أَللَّهُ مُعُدُنُ) in the nominative case indicated by (اللَّهُ مُعُدُنُ) and a predicate (اللَّهُ مُعُدُنُ). When the emphatic particle (اللَّهُ مُعُدُنُ) begins the nominal sentence, the subject (اللَّهُ مُعُدُنُ) becomes accusative, but the predicate (مَعُدُنُ) remains nominative. The accusative case is indicated here by (اللَّهُ مُعُدُنُ) since the subject is singular.

أَنْتَ تَعْلَمُ أَنَّ الْبِتْرُولَ وَقُودٌ .

لَعَلَّ الْبِتْرُولَ كَامِنٌ .

The particle (الَّعَلَّ) begins the nominal sentence (الْعَلَّ). The subject (الْعِتْرُولُ) assumes the accusative case indicated here by (الْفَتْحَةُ) and the predicate (الْعَرْنُ) remains in the nominative case indicated here by (الْفَتْحَةُ).

Note that the particle (لَعَلَّ) expresses expectation.

كَأَنَّ الْبِتْرُولَ الْحَيَاةُ .

The particle (كَأَنَّ) begins the nominal sentence (كَأَنَّ).

The subject (اَلْمِتْرُولُ) assumes the accusative case indicated here by (اَلْمِتْرُولُ)

and the predicate (اَلْحَيَاةُ) remains in the nominative case indicated here by

Note that the particle (كَأَنَّ) expresses similitude (أَلتَّشْبِيهُ) .

ٱلْوَطَنُ الْعَرَبِيُّ غَنِيًّ بِالْبِنْرُولِ ، وَلَكِنَّ الْبِنْرُولَ وَفِيرٌ فِي بَعْضِ 5. وَلَكِنَّ الْبِنْرُولَ وَفِيرٌ فِي بَعْضِهَا .

The particle (الْكِنَّرُ وَلَوْيِرٌ) begins the nominal sentence (الْكِنَّ). The subject (الْمِنْتُرُولُ) assumes the accusative case indicated here by (الْفَتْحَةُ) and the predicate (وَفِيرٌ) remains in the nominative case indicated here by

Note that the particle (الكونّ) means « but ».

لَيْتَ الْعَرَبَ مُنْتَفِعُونَ بِهِ .

The particle (الْعَرَبُ مُنْتَفَعُونَ) begins the nominal sentence (الْعَرَبُ مُنْتَفَعُونَ).

The subject (الْعَرَبُ) assumes the accusative case indicated here by (الْقَرَبُ) and the predicate (مُنْتَفَعُونَ) remains in the nominative case indicated here by (الْوَاوُ) in the ending (الْوَاوُ).

Note that the particle (لَيْتَ) expresses hope (التَّمَنِّي) .

إِنَّ أَنَّ لَعَلَّ كَأَنَّ لَكِنَّ لَيْتَ 7.

are particles that begin the nominal sentence for special purposes you have known. These particles make the subject accusative but the predicate remains nominative.

8. If any of these particles begins a nominal sentence consisting of a subject and a predicate both of which are dual, the subject which was originally in the nominative case indicated by (الْأَلْفُ) assumes the accusative case indicated

by (اَلْيَاءُ), and the predicate remains in the nominative case indicated by (اَلْاَلُفُ) . Examples:

9. If any of these particles begins a nominal sentence consisting of a subject and a predicate both of which are sound masculine plurals, the subject which was originally in the nominative case indicated by (الْوَاوُ) assumes the accusative case indicated by (الْوَاوُ), and the predicate remains in the nominative case indicated by (الْوَاوُ). Example:

10. If any of these particles begins a nominal sentence the subject of which is a sound feminine plural, the subject assumes the accusative case indicated by (عُلَاثُونُ). Example:

1. Fill in the blanks with particles that make the subject accusative in the following nominal sentences. Indicate the case ending of the subject in each:

2. Begin each of the following nominal sentences with () indicating the case endings of both the subject and the predicate:

3. Omit the particle at the beginning of each of the following nominal sentences. Then indicate the case ending of the subject in each:

الدَّرْسُ الثَّالِثُ وَالثَّمَانُونَ

Lesson Eighty-Three



الموسيقا

قَالَ نَبِيلٌ لِوَالِدِهِ : أُرِيدُ أَنْ أَتَعَلَّمَ الْمُوسِيقًا .

Nabil said to his father, "I want to learn music.

فَأَجَابَهُ وَالِدُهُ : تَسْتَطِيعُ أَنْ تَتَعَلَّمَ الْمُوسِيقَا ، وَلَكِنَّ الْمُوسِيقَا فَنَّ

His father answered, "You can learn music, but music is a beautiful art,

وَالْفَنَّ يَحْتَاجُ إِلَى مَوْهِبَة . لَنْ تَكُونَ فَنَّاناً إِذَا لَمْ تَكُنْ مَوْهُوباً . and art requires a talent. You will not be an artist if you are not talented.

تَحْتَاجُ إِلَى الْمَوْهِبَة لِتَكُونَ فَنَّاناً . You have to be gifted in order to be an artist."

قَال نَبِيلٌ : تَظْهَرُ الْمُوَاهِبُ فِي أَثْنَاءِ التَّعَلُّم ِ وَالتَّدَرُّبِ . تَحْتَاجُ الْمَوْهِبَةُ إِلَى زَمَنِ كَىْ تَظْهَرَ .

Nabil said, " Talents come out during learning and practising. A talent requires

قَالِ الْوَالِدُ: هَذَا صَحِيحٌ. تَسْتَطِيعُ أَنْ تُجَرِّبَ نَفْسَكَ ، لِتَعْرِفَ حَقيقَةَ أَمْرِكَ .

The father said, " That's true. You can try yourself to know the truth about yourself.

وَلَكِنْ مَا الْآلَةُ الْمُوسِيقِيَّةُ الَّتِي تَمِيلُ إِلَيْهَا ؟ But what is the musical instrument (which) you like?"

أَجَابَ نَسِيلٌ : أَمِيلُ إِلَى الْبِيَانُو . هُوَ أَقْدَرُ آلَةٍ عَلَى أَدَاءِ الْأَنْغَامِ

Nabil answered, "I like the piano. It is the instrument most capable of producing different tunes.

قَالَ الْوَالِدُ : هَذَا رَأَيْكَ ، وَلَكِنْ لَنْ يُوَافِقَ عَلَيْهِ جَمِيعُ النَّاسِ. The father said, "That's your own point of view, but not all people will

لِكُلِّ آلَة أَنْغَامٌ تَصْلُحُ لَهَا وَلَا تَصْلُحُ لِآلَة غَيْرِهَا . Each instrument has tunes fit for it but not for any other (instrument

قَالَ نَبِيلٌ : أَنَا أَمِيلُ إِلَى الْبِيَانُو عَلَى أَيَّةٍ حَالَةٍ . Nabil said, "I like the piano at any rate."

قَالَ الْوَالِدُ : أَعْرِفُ مُعَلِّماً مَاهِراً لِلْعَزْفِ عَلَى الْبِيَانُو . The father said, "I know of a skilful piano teacher."

قَالَ نَبِيلٌ : أَذْهَبُ إِلَيْهِ غَدًّا كَيْ أَبْدَأَ دُرُوسِي مَعَهُ . Nabil said, "I'll go to him tomorrow to begin my lessons with him."

قَالَ الْوالِدُ : أَرْجُو أَنْ يُسْعِدَكَ الْحَظِّ . مَنْ يَدْرِى ؟ قَدْ تَصِيرُ عَازِقًا مَاهِرًا .

The father said, "I hope you will be lucky.

Who knows? You may become a skilful (piano) player."

قَالَ نَبِيلٌ : عِنْدَنِد أَلْتَحِقُ بِمَعْهَدِ الْمُوسِيقَا لِأُوَاصِلَ دِرَاسَتِي . Nabil said, "Then I'll join the Institute of Music to pursue my study." أُرِيدُ أَنْ أَتَعَلَّمَ الْمُوسِيقَا .

(أَلَّ) is a particle, and (الَّعَلَّمَ) is a verb in the present tense. They together replace the infinitive, and so we can say: أُرِيكُ تَعَلَّمَ الْمُوسِيقَا أَلْوُسِيقَا . (المُصْدَرِيَّةُ) is therefore called 'infinitival' (المُصْدَرِيَّةُ) .

لَنْ تَكُونَ فَنَّاناً 2.

(كَنْ) is a particle of negation that precedes the present-tense verb (كَاوْنَ). Negation here refers to the future; the sentence means : «You will not be an artist.»

أَذْهَبُ إِليَّهِ كَيْ أَبْدَأَ دُرُوسِي .

is a particle. It is used here with the present-tense verb (الْمَالُةُ) to express that the purpose of going is to begin the lessons.

أَلْتُحقُ بِالْمَعْهَد لِأَوَاصِلَ دِرَاسَتِي .

(اللَّهُ اصل) in (اللَّهُ) is a particle denoting that the pursual of studies is the cause of joining the Institute.

It is therefore called the \sqrt{V} of causation (\sqrt{V}) .

These are particles that may be used with the present for special purposes you have known.

1. Fill in the blanks with (أَنْ) , (لَنْ) , (كَيْ) or (لَامُ التَّعْلِيلِ) :

١ - تَحْتَاجُ إِلَى الْمَوْهِبَة تَكُونَ فَنَّاناً .

ب ـ يُوَافِقَ عَلَيْهِ جَمِيعُ النَّاسِ .

ج - تَسْتَطِيعُ تَتَعَلَّمُ الْمُوسِيقًا .

د - تَخْتَاجُ الْمَوْهِبَةُ إِلَى زَمَنٍ تَظْهَرَ .

2. Fill in the blanks with suitable present-tense verbs and indicate the sign of the mood.

ا _ لَنْ لِآلَة عَيْرِهَا .

ب - أَرْجُو أَنْ الْحَظُّ .

ج - تشتَطِيعُ أَنْ نَفْسَكَ ، ل حَقِيقَةَ أَمْرِكَ .

3. Fill in the blanks with suitable present-tense verbs and mark the final vowel. (Revise lesson 43)

١ - أَشْرَفُ يُحِبُّ أَنْ مِثْلَ أَبِيهِ .

ب _ إِلْهَامُ تُحَاوِلُ أَنْ أُمَّهَا .

ج - أَشْرَفُ يَقُولُ : أُحبُّ أَنْ نَظَّارَةً .

د - إِنْهَامُ تَقُولُ : أُحِبُّ أَنْ حَقِيبَةً فِي يَدِي .

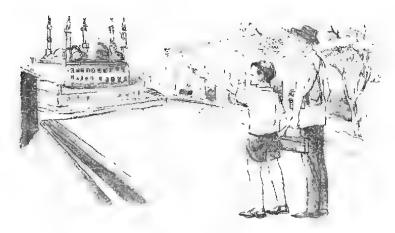
4. Fill in the blanks with suitable particles that make the present-tense verb subjuctive :

ا - نَذْهَبُ إِلَى الْبُرْجِ نَتَفَرَّجَ عَلَى الْقَاهِرَةِ .
 ب - أُريدُ أُشَاهِدَ الْأَهْرَامَ .

- ج يَخْرُجَ أَيِي مِنَ الْمَنْزِلِ يَوْمَ الْجُمُعَةِ الْمُقْبِلَ .
 د أُخْتِي تُحِبُّ تَأَكُلَ الْفَطِيرَ .
- ه نَبِيلٌ يَنْتَظِرُ أَفِي الْمَحَطَّةِ يُسَلِّمَ عَلَى ابْنِ عَمِّهِ خَلِيلٍ .
- 5. Fill in the blanks with suitable present-tense verbs marking their final vowels. (Revise lesson 51)
 - ا _ نَقْرَأُ الْجَرِيدَةَ ل الْأَخْبَارَ .
 - ب _ اَلْفَلَاحَةُ تُرَبِّي الدَّجَاجَ كَيْ مِنْهُ الْبَيْضَ .
 - ج ِ نَرْكُبِ الطَّيَّارَةَ لا بِسُرْعَة ٍ .
 - د ﴿ فَتَحَ الْخَادِمُ النَّافِذَةَ كَيْ ضَوْءُ الشَّمْسِ .

الدَّرْسُ الرَّابِعُ وَالثَّمَانُونَ

Lesson Eighty-Four



حَضَارَةُ الْعَرَبِ

The Civilization of the Arabs

أَبِيلٌ : هَلْ قُرَأْتَ تَارِيخَ الْعَرَبِ ؟ Nabil : « Have you read the history of the Arabs ?

وَهَلْ عَرَفْتَ حَضَارَتَهُمْ ؟

And have you known their civilization? »

َ السَّائِحُ : لَمْ أَقْرَأُ هَذَا التَّارِيخَ ، The tourist : « I have not read that history,

وَلَمْ أَعْرِفْ شَيْئًا عَنْ تِلْكَ الْحَضَارَةِ . and I have not learnt anything about that civilization.»

نَبِيلٌ : لاَ تَقُلُ ذَلِكَ .

Nabil: « Don't say that;

nobody is ignorant of their history and civilization. (who is ignorant of ...?)

The tourist: "Talk about them, plea

Nabil: "The Arabs did not rise except after Islam

Islam united them,

and called them to Jihad (holy war);

Nabil: "They spread justice and security in them;

and so their people lived in plenitude and peace.

Nabil, "Yes, they were not unaware of their value.

اشْتَغَلُوا بِعُلُومِ الدِّينِ وَاللُّغَةِ وَالْأَدَبِ .

They dealt with the subjects of religion, language and

وَتَرْجَمُوا كُتُبَ الْيُونَانِ وَالْفُرْسِ. and translated the books of the Greeks and the Persians.

وَاشْتَعَلُوا بِالْفَلْسَفَةِ ، وَالطِّبِّ . وَالرِّيَاضَةِ ، وَالْفَلَكِ ، They dealt with philosophy, medicine, mathematics and astronomy.

كَمَا اشْتَعَلُوا بِالطَّبِيعَةِ ، وَالْكِيمِيَاءِ ، وَالْمُوسِيقًا . They also studied physics, chemistry and music.

السَّائِحُ : لَمْ أَسْمَعْ بِذَلِكَ مِنْ قَبْلُ . The tourist : "I've never heard that before."



. أَسِيلُ : لِتَقُرَأُ تَارِيخَ الْعَرَبِ ، وَلْتَطَّلِعْ عَلَى عُلُومِهِمْ وَحَضَارَتِهِمْ . Nabil: "You should read the history of the Arabs and make yourself familiar with their sciences and civilization."

اَلسَّائِحُ : شَوَّقْتَنِي إِلَى أَنْ أَعْرِفَ الْكَثِيرَعَنِ الْعَرَبِ . "The tourist : "You have made me anxious to know a lot about the Arabs."

نَبِيلٌ : لَا تَنْتَظِرْ وَلَا تَتَرَدَّدْ ، فَإِنَّ مَاقُلْتُهُ قَلِيلٌ مِنَ كَثِيرٍ . Nabil: "Don't wait and don't hesitate; what I have said is only a little of so much.

إِنَّ الْعَرَبَ أُمَّةٌ عَرِيقَةٌ وَحَضَارَتَهُمْ عَظِيمَةٌ .

The Arabs are an old-rooted nation, and their civilization is great."

ٱلْمُلَاحَظَاتُ النَّحْوِيَّةُ

You have known that the present-tense verb assumes the subjunctive mood if it is preceded by:

Now you are going to know other particles that affect this verb differently.

1. Read the following sentence :

This is a verbal sentence containing a present-tense verb (أَوْرُأُ) .

Note that the verb is preceded by the particle (رَبَمُ) : it is therefore in the jussive mood which is indicated by (اَلْسُكُونُ) on the last letter of the verb.

Note that (رُبُمُ) negates the verb and that this negation applies to the past.

2. Read the following sentences:

These two verbal sentences have present-tense verbs: (تَتَحَدُّتُ in the first, and (تُقَرَّرُ) in the second.

Note that the last letter of each verb is marked with (اَلْسُكُونَ); the verb is therefore in the jussive mood. The reason for this is that it is preceded by the imperative (إِ لَامُ الْأُمُورِ).

3. Read the following sentences:

These two verbal sentences have present-tense verbs: (تَتَرَدُو) in the first,

and (تَنْتَظُونَ) in the second. Note that the last letter of each verb is marked with (اَلسَّكُونَ); the verb is therefore in the jussive mood. The reason for this is that it is preceded by the prohibitive (اَلْ النَّاهِيَةُ).

Hence, the present-tense verb assumes the jussive mood if it is preceded by one of the following particles:

EXERCISES عَرينات

1. Indicate the mood of the verbs in the following sentences stating the reason:

2. Fill in the blanks with وَكُمُ الْأُمْرِ , لَمُ الْأُمْرِ : لَا النَّاهِيَةُ or وَاللَّهُ مِنْ الْأَمْرِ .

3. Fill in each of the following blanks with a suitable present-tense verb chosen from those given in brackets:

4. Replace the imperative verb by a present-tense verb preceded by

: The first sentence is given as an example لَأَمُ الْأَمْرِ الْأَمْرِ الْأَمْرِ اللَّهُ الْأَمْرِ اللَّهُ الْأَمْرِ الرَّادْيُو .

ا _ اِسْمَع ِ الرَّادْيُو .

ب - شَاهِدِ ٱلْأَهْرَامَ . ج - إقْرَإِ الصَّحُفَ .

د _ اِفْتَحِ الْبَابَ .

َ اللَّرْشُ الْخَامِسُ وَالثَّمَانُونَ Lesson Eighty-Five



: تَغْتَمِدُ الْأُمَمُ عَلَى جَيْشِهَا فِي أُمُورٍ كَثِيرَةٍ : Nations depend on their armies in many matters.

يُرَابِطُ الْجَيْشُ عَلَى الْحُدُودِ ،

The army is stationed on the frontiers,

وَيَرُدُّ عَنِ الْبِلَادِ الْمُعْتَدِينَ ،

repels the assailants attacking the country

وَلَا يَتَهَاوَنُ فِي الدِّفَاعِ عَنْ حُرِّيَّتِهَا .

and does not slacken in defending its freedom.

وَفِي السَّلْمِ قَدْ يُشَارِكُ فِي الْبِنَاءِ وَالتَّعْمِيرِ : In time of peace, it may participate in building and construction :

فَيُكَافِحُ آفَاتِ الزِّرَاعَةِ ، وَيُسْهِمُ فِي الصِّنَاعَةِ ،

it fights against plant diseases, plays its part in industry,

وَيُسْعِفُ ضَحَايَا الْكُوَارِثِ ،

goes to the rescue of the victims of disasters,

وَيُوَدِّبُ الْمُفْسِدِينَ وَالْمُتَمَرِّدِينَ .

and punishes corruptors and rebels.

يَتَكُوَّنُ الْجَيْشُ مِنْ عِدَّةِ أَسْلِحَةٍ:

The army consists of many forces :

السِّلَاحِ الْبَوِّيِّ وَالسِّلَاحِ الْبَحْرِيِّ وَالسِّلَاحِ الْبَوِّيِّ . the land force, the naval force, and the air force.

يَسْتَخْدِمُ السِّلَاحُ الْبَرِّيُّ الْمَدَافِعَ وَالْبَنَادِقَ

The land force uses guns, rifles,

وَالدَّبَّابَاتِ وَالسَّيَّارَاتِ الْمُصَفَّحَةَ .

وَيَسْتَخْدِمُ السِّلَاحُ الْبَحْرِيُّ الْمُدَمِّرَاتِ The naval force uses destroyers,

وَالْغَوَّ اصَاتِ وَزَوَارِقَ الطُّورْبِيدِ .



وَيَسْتَخْدِمُ السِّلَاحُ الْجَوِّيُّ قَاذِفَاتِ الْقَنَابِلِ

The air force uses bombers

وَالطَّائِرَاتِ الْمُقَاتِلَةَ .

and fighters.

You have already learnt that the present-tense verb may be preceded by certain particles that make it subjunctive, or by others that make it jussive.

In this lesson we learn the mood of the present-tense verb when it is not preceded by such particles.

These are three verbal sentences each beginning with a present-tense not preceded by a subjunctive or a jussive particle.

Note that the vowel at the end of each verb is(اَلْفَعَةُ); it is therefore in the indicative mood.

Hence the present-tense verb is in the indicative mood if it is not preceded by a particle that requires the subjunctive or jussive mood.

You have already learnt that the present-tense verb is in the jussive mood when it is preceded by the prohibitive \hat{V} \hat{V}

Note that (Y) in this sentence is different in meaning from the prohibitive (\check{y}) ; it expresses mere negation and is called the negative (\check{y}) (\check{z} النَّافيَةُ).

Note that the end of the present-tense verb (يُفَرِّطُ) is marked with (اَلْضَّمَّةُ) it is therefore in the indicative mood. This indicates that the negative ($\hat{\mathbf{y}}$) does not affect the mood of the present-tense verb.

تمرينات EXERCISES

1. Underline the indicative present-tense verbs in the following sentences. State the reason why these verbs are in the indicative mood.

2. Put the present-tense verbs in brackets in their appropriate places in the following sentences:

3. Indicate the indicative, subjunctive and jussive present-tense verbs in the following. Then state the reason for the mood of each verb.

الدَّرْسُ السَّادِسُ وَالثَّمَانُونَ

Lesson Eighty-Six



Sculpture

النَّحْتُ فَنَّ جَمِيلٌ .

Sculpture is a beautiful art.

يَنْحِتُ الْمَثَّالُ التَّمَاثِيلَ بِالْإِزْمِيلِ . إِنَّ الْإِزْمِيلَ أَدَاةُ الْمَثَّالِ ، كَمَا أَنَّ الْفُرْشَةَ أَدَاةُ الْمُصَوِّرِ .

The sculptor carves statues with the chisel. The chisel is the instrument of the sculptor as the brush is the instrument of the painter.

. تُنْحَتُ التَّمَاثِيلُ مِنَ الْحَجَرِ أَوِ الْخَشَبِ Statues are carved from stone or wood.

يُنْحَتُ التِّمْثَالُ لِيُمثِّلَ إِنْسَاناً أَوْ حَيَوَاناً أَوْ شَيْئاً مُعَيَّناً.

The statue is carved to represent a human being, an animal or a certain thing.

وَقَدْ يُرِيدُ الْمَثَّالُ أَنْ يُعَبِّرَ عَنْ فِكْرَةٍ مُعَيَّنَةٍ كَالْأَمَلِ أَوِ السَّلَامِ أَوِ

The sculptor may want to express such an idea as hope, peace or cooperation,

and so his statue expresses that idea.

تُنْصَبُ النَّمَاثِيلُ فِي الْمَيَادِينِ وَالْحَدَائِقِ الْعَامَّةِ كَيْ يُشَاهِدَهَا النَّاسُ.

. فِي مَيْدَانِ رَمْسِيسَ بِالْقَاهِرَةِ تِمْثَالٌ عَظِيمٌ لِلْمَلِكِ رَمْسِيسَ الثَّانِي . In Ramses Square in Cairo there is a magnificent statue of Ramses the Second.



. آله بارعين القُدَمَاءُ مَشَّالِينَ بَارِعِينَ الْقُدَمَاءُ مَشَّالِينَ بَارِعِينَ . The ancient Egyptians were skilful sculptors.

لَنْ يَشْهَدَالْعَالَـ مُنظِيراً لِتَمَاثِيلِ الْمصرِيِّينَ الْقُدَمَاءِ .

The world will never see anything like the statues of the ancient Egyptians.

كَانَتْ تَمَاثِيلُ الْمِصْرِيِّينَ ضَخْمَةً غَالِباً ، وَلَكِنَّهَا دَقِيقَةُ التَّعْبِيرِ أَيْضاً. The statues of the Egyptians were often huge but minutely expressive.

الْهُتُمَّ الْمُثَّالُ الْمِصْرِيُّ بِالضَّخَامَةِ ، وَلَكِنَّهُ لَمْ يُهْمِلْ دِقَّةَ التَّعْبِيرِ . The Egyptian sculptor was interested in hugeness but he did not neglect

ضَخَّمَ الْمِصْرِيُّونَ تَمَاثِيلَ مُلُوكِهِمْ تَمْجِيداً لَهُمْ .

The Egyptians made the statues of their kings huge to glorify them

قَالَ سَالِمٌ لِابْنه : غَداً يَوْمُ الْجُمُعَة . لِتَذْهَبْ إِلَى الْمُتْحَفِ الْمِصْرِيّ ، Salim said to his son, " Tomorrow is Friday. Go to the Egyptian Museum, وَلَا يَفُتُكُ أَنْ تَأْخُذَ أُخْتَكُ مَعَكَ .

and do not forget to take your sister along with you."

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GRAMMATICAL NOTES

يَنْحِتُ الْمَثَّالُ التَّمَاثِيلَ . تُنْحَتُ التَّمَاثِيلُ مِنَ الْحَجَرِ .

The first sentence consists of a present-tense verb (عَنْدَتُ), a subject (الْمُثَالُ) in the nominative case indicated by (الْفَتْدَةُ) and a direct object (الْفَتْدَةُ) in the accusative case indicated by (الْفَتْدَةُ). The verb (نَنْدِتُ) is in the indicative mood indicated by (الْفَتْدَةُ) since it is not preceded by any of the subjunctive or jussive particles.

In the second sentence, the verb is rendered passive by marking the initial letter with (الفَّنَّةُ) and the penultimate with (الفَّنَّةُ). The direct object becomes the substitute of the subject (الفَّنَّةُ) and assumes the nominative case indicated here by (الفَّنَّةُ). The present-tense verb is in the indicative mood indicated by (الفَّنَّةُ) since it is not preceded by any of the subjunctive or jussive particles.

This sentence was originally (اَلْمِصْرِيُّونَ مَثَّالُونَ بَارِعُونَ). As (كَانَ) begins the sentence, the predicate (مَثَّالُينَ) assumes the accusative case indicated here by (اَلْيَاءُ), and the subject (اَلْمِصْرِيُّونَ) remains in the nominative case indicated here by (الْوَاوُ).

إِنَّ الْإِزْمِيلَ أَدَاةُ الْمَثَّالِ ، كَمَا أَنَّ الْفُرْشَةَ أَدَاةُ الْمُصَوِّرِ .
 إِنَّ الْإِزْمِيلَ أَدَاةُ الْمُصَوِّرِ .
 (إِنَّ) is an emphatic particle. It causes (إِنَّ) to assume the accusative

case indicated here by (اَلْفَتُحَةُ); the predicate (أَدَاةً) remains in the nominative case indicated here by (اَلْفَتَدَةُ).

Similarly (اَّنَّهُ), in the second sentence, causes (اَلْفُرْشَهُ) to assume the accusative case indicated here by (اَلْفُدُتُهُ); the predicate (أَدَاةُ) remains in the nominative case indicated here by (اَلْفُرْشَةُ).

(أَنْ) is a particle that causes the present-tense verb (الْعَبْدُ) following it to assume the subjunctive mood indicated here by (الْهُنْدَةُ). This particle is called the infinitival (الْهُنْدُةُ) because it, together with the present-tense verb, may replace the infinitive.

The verb (يُريدُ) is in the indicative mood because it is not preceded by any of the subjunctive or jussive particles.

(كَنْ) is a particle that expresses negation in the future. The present-tense verb that follows it (يَشْهَدَ) is in the subjunctive mood indicated by

(ج) يُنْحَتُ التِّمْثَالُ لِيُمَثِّلَ شَيْئاً مُعَيَّناً .

(اللَّمُ التَّعْلِيلِ) in (اللَّمُ التَّعْلِيلِ) of causation (اللَّمُ التَّعْلِيلِ). The present-tense verb (يُمَثَّلُ) that follows it is in the subjunctive mood indicated by (اللَّمَثُلُ).

Note that the present-tense verb (يُنْحَنَّ) is in the indicative mood indicated by (اَلْضَّمَةُ) because it it not preceded by a subjunctive or a jussive particle.

The present-tense verb (رُشَاهِلَ) following (كَيْ) is in the subjunctive mood indicated by (الْفَتْحَةُ) But the present-tense verb (النُّفَتُحَةُ) is in the indicative mood because it is not preceded by a subjunctive or a jussive particle.

(کُمْ) is a particle that expresses negation in the past. The present-tense verb that follows it is in the jussive mood indicated by (اَلُسُكُونَ).

(لَ) in (اللَّهُ الْأَمْرِ) لَام الْأَمْرِ). The presenttense verb that follows it is in the jussive mood indicated by (اَلسُّكُونُ).

(ج) لَا يَفُتُكَ أَنْ تَأْخُذَ أُخْتَكَ مَعَكَ .

EXERCISES
z̄quilt

1. Begin the following sentence with (الله) and then with (إِنَّ). Make any necessary changes.

- 2. Omit(آلَيْتُ) from the first sentence, (کَانَتُ) from the second, (آلَيْتُ) from the third, and (الَيْسَ) from the fourth. Make any necessary changes.
 - ا _ إِنَّ الْإِزْمِيلَ أَدَاةُ الْمَثَّالِ .
 - ب كَانَتْ تَمَاثِيلُ الْمِصْرِيِّينَ ضَخْمَةً غَالِباً.
 - ج لَيْتَ التِّمْثَالَ مُعَبِّرٌ عَنِ الْفِكْرَةِ .
 - د لَيْسَ بَابُ الْجُنَيْنَةِ مَفْتُوحاً .
- 3. Change the underlined verbs into passive. Make any necessary changes.
 - ا نَصَبَتِ الدُّوْلَةُ التَّمَاثِيلَ فِي الْمَيَادِينِ .
 - ب تَنْصِبُ الدُّولَةُ التَّمَاثِيلَ فِي الْحَدَاثِقِ الْعَامَّةِ .
- 4. Indicate the subjunctive and jussive particles in the following sentences:
 - ١ أَرَادَ أَشْرَفُ أَنْ يُكَلِّمَ صَدِيقَهُ فِي التَّلِيفُون .
 - ب قَالَ أَشْرَفُ لِأَخِيهِ : لِتُحْضِرُ دَلِيلَ التَّلِيفُونِ .
 - ج نَحْنُ نَذْهَبُ إِلَى الْمَسْرَحِ لِنُشَاهِدَ الرِّوَالِيةَ .

د - قَالَتْ نِهَادُ: لَمْ أَقْطِفِ الْوَرْدَ يَا أَبِي ، وَلَمْ يَلْعَبْ نَبِيلٌ فِي الْجُنَيْنَةِ .

ه - تَرَكَ أَخِي بَيْتَهُ لِيَسْكُنَ فِي بَيْت وَاسِعٍ .

و - لَا تُغْلِقِ النَّافِذَةَ لَإِنَّا ضَوْءَ الشَّمْسِ مَحْبُوبٌ .

ز - فَتَحْتُ النَّافِذَةَ كَيْ يَدْخُلَ الْهَوَاءُ .

ح - لَا تَرْجِعُ إِلَى الْقَاهِرَةِ قَبْلَ أُسْبُوعٍ .

الدَّرْشُ السَّابِعُ وَالثَّمَانُونَ Lesson Eighty-Seven



ُ الشَّعْرُ الشَّعْرُ Poetry

الْأَدَبُ يَنْقَسِمُ إِلَى نَشْرِ وَشِعْرِ . وَالْأُدَبَاءُ يَنْقَسِمُونَ إِلَى كُتَّابِوَشُعَرَاءً. Literature is either prose or poetry. Men of letters are either writers or poets.

الْكُتَّابُ يَكْتُبُونَ النَّثْرَ ، وَالشُّعَرَاءُ يَنْظمُونَ الشَّعْرَ .

Writers write prose, and poets compose poetry.

الْقَصِيدَةُ الْعَرَبِيَّةُ تَتَكَوَّنُ مِنْ أَبْيَاتٍ . The Arabic poem consists of verses.

اَلْأَبْيَاتُ تَتَكَوَّنُ مِنْ أَشْطُرٍ .

The verses consist of hemistiches.

اَلشُّطْرَانِ يُكُوِّنَانِ الْبَيْتَ الْوَاحِدَ .

Every two hemistiches make one verse.

أَبْيَاتُ الْقَصِيدَةِ تَتَّفِقُ فِي الْوَزْنِ وَالْقَافِيَةِ . The verses of the poem agree in rhythm and rhyme.

عَلَى الشُّعَرَاءِ أَنْ يَلْتَزِمُوا الْوَزْنَ وَالْقَافِيَةَ ،كَيْ يَنْظِمُوا شِعْراً مُتَمَاسِكاً. Poets must observe the rhythm and rhyme in order that they may compose coherent poetry.

نَحْنُ الْآنَ فِي اجْتِمَاعِ لِجَمْعِيَّةِ الشِّعْرِ . قَالَ الْأَسْتَاذُ الْمُشْرِفُ لِلطَّلَبَةِ الْأَعْضَاءِ:

We are now in a meeting of the Society of Poetry. The supervisor said to the student members,

أَنْتُمْ تُريدُونَ أَنْ تَكُونُوا شُعَرَاء .

" You want to be poets.

لِتَعْلَمُوا إِذَنْ أَنَّ لِلشَّعْرِ قَوَاعِدَ خَاصَّةً ؛ فَلَا تُهْمِلُوا هَذِهِ الْقَوَاعِدَ . You should know then that poetry has certain rules; do not neglect these

لَنْ تَكُونُوا شُعَرَاء إِذَا لَمْ تَتَّبِعُوا هَذِهِ الْقَوَاعِدَ .

You will never be poets if you do not follow these rules.

وَقَالَ الْأُسْتَاذُ لِطَالِبَيْن :

The teacher said to two students,

أَنَا مَسْرُورٌ بِشِعْرِكُمَا الَّذِي سَمِعْتُهُ الْآنَ. قَدْ تُصْبِحَانِ شَاعِرَيْنِ

" I am pleased with your poetry which I have heard (just) now. You two may become good poets.

لَدَيْكُمَا الْمَوْهِبَةُ ، فَلَا تُهْمِلَا الْمِرَانَ . أَنْتُمَا تَعْلَمَانِ أَنَّ الشَّعْرَ مَوْهِبَةٌ وَمِرَانً .

You two have the talent; so do not neglect practising. You two know that poetry requires talent and practice.

لَنْ تَصِيرًا شَاعِرَيْنِ إِذَا لَمْ تُواظِبًا عَلَى الْمِرَانِ . You will not be poets if you do not keep on practising."

وَقَالَ الْأَسْتَاذُ لِطَالِبَةٍ:

The teacher said to a girl student,

وأَنْتِ أَيْضاً قَدْ تُصْبِحِينَ شَاعِرَةً مُجِيدَةً . لَدَيْكِ الْمَوْهِبَةُ ، فَلَا "You, too, may become a good poetess. You have the talent; so do not

neglect practising.

وَأَرْجُو أَنْ تَنْظِمِي قَصِيدَةً جَدِيدَةً لِلإِجْتِمَاعِ الْقَادِمِ . I hope you will write a new poem for the next meeting."

GRAMMATICAL NOTES

(١) اَلشَّطْرَانِ يُكُوِّنَانِ الْبَيْتَ الْوَاحِدَ .

is a present-tense verb consisting of (أَلَفَ) + « the (اللهُ ا

(ب) قَدْ تُصْبِحَانِ شَاعِرَيْنِ مُجِيدَيْنِ .

(الف) is a present-tense verb consisting of (الف) + «the (الف) of the two » related to the two persons addressed + a redundant (انُونَ) .

(ج) اَلْأَدَبَاءُ يَنْقَسِمُونَ إِلَى كُتَّابٍ وَشُعَرَاءَ .

(وَاوِ) wthe (وَاوِ) of (رَاوِ) is a present-tense verb consisting of (رَاوُ الْجَمَاعَةِ) of the plural» (وَاوُ الْجَمَاعَةِ) related to the plural (وَاوُ الْجَمَاعَةِ) preceding the verb + a redundant (رُونٌ).

(د) أَنْتُمْ تُرِيدُونَ .

(وَاوِ) +«the (وَاوِ) of the plural» related to the more-than-two persons addressed + a redundant (نُونٌ) .

(ه) قَدْ تُصْبِحِينَ شَاعِرَةً مُجِيدَةً .

(يَاء) is a present-tense verb consisting of (تُصْبِحِينَ) + « the (يَاء) referring to the female person addressed بَاءُ الْمُخَاطَبَةِ « a redundant (نُونٌ).

1

2. The five previous present-tense verbs:

contain the يُكُوِّنَانِ _ تُصْبِحَانِ _ يَنْقَسِمُونَ _ تُرِيثُ _ ـ تُصْبِحِينَ of the plural, or the (وَاو) of the female (اللَّفَعَالُ الْخَمْسَةُ) of the verbs » (الْأَفْعَالُ الْخَمْسَةُ).

- 3. The present-tense verbs in the previous examples are in the indicative mood because they are not preceded by subjunctive or jussive particles. Note that (اَ النَّوْنُ) is suffixed to each verb denoting the indicative mood.
- 4. When these verbs occur in the subjunctive or jussive mood, this (نُونَ) is omitted. Examples:

لَنْ تَكُونُوا شُعَراءً إِذَا لَمْ تَتَّبِعُوا هَذهِ الْقَوَاعِدَ .

(انُون) was originally (تَكُونُونَ); the (نُون) has been omitted because the verb is preceded by the particle (لَنْ) which requires the subjunctive mood.

(انُونَ) was originally (تَتَّبِعُونَ); the (نُون) has been omitted because the verb is preceded by the particle (لَمْ) which requires the jussive mood.

F

غرينات EXERCISES

1. Analyse each of the indicative verbs in the following sentences into its three parts:

- ب _ أَنْتُمَا تَعْلَمَان أَنَّ الشِّعْرَ مَوْهِبَةٌ وَمِرَانٌ .
- ج _ المُسَافِرُونَ يَحْمِلُونَ حَقَائِبَ صَغِيرَةً .
- د _ يَا إِلْهَامُ أَنْتِ تَشْرَبِينَ عَصِيرَ اللَّيْمُونِ لِأَنَّكِ تَتْعَبِينَ مِنَ الْحَرِّ.
 - ه _ الطَّائِرَتَانِ تَطِيرَانِ فِي الْجَوِّ .
 - و أَنْتُمْ تَسْأَلُونَ وَنَحْنُ نُجِيبُ .
- 2. Indicate the subjunctive and jussive particles in the following sentences. Mark the sign of the subjunctive or the jussive mood.
- أَ _ عَلَى الشَّعَرَاءِ أَنْ يَلْتَزِمُوا الْوَزْنَ وَالْقَافِيَةَ ، كَى ْ يَنْظِمُوا شِعْراً مُتمَاسكاً .
 - ب أَنْتُمْ تُرِيدُونَ أَنْ تَكُونُوا شُعَرَاء .
 - ج لَا تُهْمِلَا الْمِرَانَ .
 - د لَنْ تَصِيرًا شَاعِرَيْنِ إِذَا لَمْ تُوَاظِبًا عَلَى الْمِرَانِ.
 - ه لا تَنْقَطِعِي عَنِ الْمِرَانِ .
 - و _ أَرْجُو أَنْ تَنْظِمِي قَصِيدَةً جَدِيدَةً .
- 3. Put before each of the verbs in the following sentences. Make any necessary changes.
 - ا أَنْتُمَا تَذُهَبَانِ إِلَى الْمَطَارِ .
 - ب الصَّيَّادُونَ يَصيدُونَ السَّمك .

- 4. Omit the subjunctive or jussive particle that precedes each of the verbs in the following sentences. Make any necessary changes.
 - ا لَا تَخَافِي يَاسَيِّدَتِي ، وَلَا تَبْكِي .
 ب لَمْ يَلْبَسُوا مَلَابِسَ الْفَلَّاحِينَ .
 ج يَا إِلْهَامُ لَنْ تَتْعَبِى مِنَ الْحَرِّ .
 د لَا تَشْتَرُوا الْأَقْلَامَ الرَّخِبِصَةَ .
 ه لَنْ تَكُونَا شَاعِرَيْنِ .

اَلدَّرْسُ الثَّامِنُ وَالثَّمَانُونَ Lesson Eighty-Eight



نَهُضَةُ الْمَرْأَةِ The Rise of Women

كَانَتِ النِّسَاءُ لَا يَعْرِفْنَ غَيْرَ بُيُوتِهِنَّ . Women did not know (anything) except their homes.

يُنَظِّفْنَ الْحُجُرَاتِ ، وَيُرَتِّبْنَ الْأَثَاثَ ،

They used to clean the rooms, arrange the furniture,

وَيَغْسِلْنَ الْمَلَابِسَ ، وَيَطْبُخْنَ الطَّعَامَ . wash (the) clothes, and cook (the) food .

وَالْيَوْمَ تَنَالُ النِّسَاءُ حَظَّهُنَّ مِنَ التَّعْلِيمِ ، Today women get their share of education,

وَيَنْهَضْنَ بِفَضْلِ التَّعْلِيمِ نَهْضَةً مُبَارَكَةً ،

and, thanks to education, they achieve a blessed revival.

وَيُشَارِكُنَ الرِّجَالَ فِي بِنَاءِ الْوَطَنِ ،

They share with men the building of the country

وَيَعْمَلْنَ فِي كُلِّ مَيْدَانٍ .

and work in every field.

فَهُنَّ الْيَوْمَ يَشْغَلْنَ الْوَظَائِفَ الْعَامَّةَ ،

Today they hold public offices,

وَيَعْمَلْنَ فِي الْمَصَانِعِ وَالْمَزَارِعِ وَالشَّرِكَاتِ ،

work in factories, farms and firms,

وَيُقَدِّمْنَ بَرَامِجَ الرَّادْيُو وَالتِّلْمِفِزْيُونِ ،

present radio and television programmes

وَيُدَرِّسْنَ فِي الْمَدَارِسِ وَالْجَامِعَاتِ .

and teach in schools and universitie

وَلَا يَقْتَصِرُ دَوْرُ النِّسَاءِ عَلَى أَيَّامِ السِّلْمِ ، Women's role is not confined to days of peace,



فَهُنَّ يَقُمُّنَ فِي زَمَنِ الْحَرّْبِ بِدَوْرٍ عَظِيمٍ

for they play an important role in time of

يُسْعِفُنَ الْجَرْحَى فِي الْمَيْدَانِ ،

They help the wounded in the battle-field,

وَيُعَالِجْنَ الْمَرْضَى فِي الْمُسْتَشْفَيَاتِ ،

treat the sick in hospitals,

وَقَدْ يَشْتَرِكُنَ فِي الْقِتَالِ .

and may take part in fighting.

يَا بَنَاتِ الْوَطَنِ ! أَنْتُنَّ تَخْدُمْنَ الْوَطَنَ وَتُشَارِكُنَ الرِّجَالَ فِي بِنَائِهِ وَتَعْمَلْنَ فِي كُلِّ مَيْدَانٍ .

Oh daughters of (this) country!

You serve the country, share with men (the task of) building it, and work in every field.

ٱلْمُلَاحَظَاتُ النَّحْوِيَّةُ

Each of these sentences contains a present-tense verb; it is (غُرَالُ أَنُونُ أَلَيْعُمَلُ) in the first sentence, and (يَعْمَلُ) in the second. The (نُونُ) suffixed to each verb is a pronoun indicating the feminine plural. This نُونُ أَلنَّسُونَ) is called the (نُونُ النَّسُونَ). Note that the last letter of each verb is marked with (نُونُ النَّسُونَ) : (اَلسُّكُونُ) and (اَللَّامُ) in the verb (اِيُعْمَلُ) . Note also that each verb refers to the third person feminine plural; the present - tense prefix is therefore (اَلْمَانُ) .

(٢) أَنْتُنَّ تَخْدُمْنَ الْوَطَنَ .

The present-tense verb in this sentence is (تَـعُدُمْنَ). Since the (نُـون) of the feminine plural is suffixed to it, its last letter is marked with (اَلسُّكُونُ). It refers to the second person feminine plural and, therefore, the verbal prefix is

EXERCISES Sacrification

1. Underline the verbs to which the (نُونُ) of the feminine plural is suffixed in the following sentences:

2. Fill in each of the following blanks with a suitable verb chosen from those in brackets:

3. Suffix the (نُونُ) of the feminine plural to each of the following verbs.

Then put each verb in its appropriate place in the following sentences:

ب-هُنَّ الْكُتُبَ ،
 ج- وَ الْمُدَرِّسَ فِي الرَّادْيُو ،
 د ـ وَ نُطْقَ الْكَلِمَاتِ وَالْجُمَلِ وَرَاءَهُ ،
 ه- وَ اللَّرُوسَ .

4- Replace الله أَنْتُنَ by أَنْتُنَ in the following, making any necessary changes :

أَنْتِ تَذْهَبِينَ إِلَى الْمَدْرَسَةِ وَتَتَعَلَّمِينَ ، وَفِي الْمُسْتَقْبَلِ تَخْدُمِينَ الْمُسْتَقْبَلِ تَخْدُمِينَ الْوَطَنَ .

الدَّرْسُ التَّاسِعُ وَالثَّمَانُونَ Lesson Eighty-Nine



Study and Work

قَالَ الْوَالِدُ لِأَحْمَدَ :

The father said to Ahmad,

هَلْ قَرَأْتَ دُرُوسَ الْيَوْمِ يَا أَحْمَدُ ؟

" Have you read today's lessons, Ahmad?

وَهَلْ رَاجَعْتَ الدُّرُوسَ السَّابِقَةَ ؟

And have you revised the previous lessons?"

أَخْمَدُ : نَعَمْ يَا أَبِي .

Ahmad: "Yes, father.

قَرَأْتُ دُرُوسَ الْيَوْمِ ، وَرَاجَعْتُ الدُّرُوسَ السَّابِقَةَ .

I have read today's lessons, and revised the previous lessons."

اَلْوَالِدُ : وَأَنْتِ يَاسَمِيرَةُ ، هَلْ قَرَأْتِ دُرُوسَ الْيَوْمِ ؟

وَهَلْ رَاجَعْتِ اللُّرُوسَ السَّابِقَةَ ؟ وَهَلْ رَاجَعْتِ اللُّرُوسَ السَّابِقَةَ ؟

and have you revised the previous less

سَمِيرَةً : نَعَمْ يَاأَبِي ، قَرَأْتُ دُرُوسَ الْيَوْمِ وَرَاجَعْتُ الدُّرُوسَ

Samira: "Yes, father, I have read today's lessons and revised the previous

اَلْوَالِدُ : أَنْتُمَا مُجْتَهِدَانِ ، قَرَأْتُمَا الدُّرُوسَ الْجَدِيدَةَ ، وَرَاجَعْتُمَا الدُّرُوسَ الْمَاضِيَةَ . The father: "You two are hard workers; you have read the new lessons and

revised the previous lessons.

وَلَكِنْ مَا النَّشَاطُ الَّذِي اشْتَرَكْتُمَا فِيهِ ؟

But what (other) activity have you taken part

أَحْمَدُ : أَعْدَدْنَا الْيَوْمَ صَحِيفَةَ الْحَائِطِ ، وَعَلَّقْنَاهَا فِي الْفَصْلِ . "Ahmad : "Today we prepared the wall paper and hung it in the classroom."

سَمِيرَةُ : نَحْنُ صَنَعْنَا فَطِيرَةً لَذِيذَةً وَأَ كَلْنَاهَا .

Samira: "We made a delicious cake and ate it

وَسُرِرْنَا كَثِيرًا لِأَنَّهَا مِنْ صُنْع ِ أَيْدِينَا . "We were very pleased because we made it with our own hands."

الْوَالِدُ: هَذَا جَمِيلٌ ، وَلَكِنْ هَلْ صَنَعْتِ الْفَطِيرَةَ وَحْدَكِ ؟ The father: "That's good, but did you make the cake by yourself?"

سَمِيرَةُ : لَا ، تَعَاوَنَتُ فِي عَمَلِهَا ثَلَاثُ طَالِبَاتٍ :

Samira: "No, three girl students cooperated in making it.



إِثْنَتَانِ عَجَنَتَا الدَّقِيقَ ، وَصَنَعَتَا الْفَطِيرَةَ .

Two kneaded the flour (dough) and made the cake.

وَأَنَا تَسَلَّمْتُهَا ، وَأَنْضَجْتُهَا فِي الْفُرْنِ .

I took it and cooked it in the oven.

وَكُلُّ ثَلَاثِ طَالِبَاتٍ وَزَّعْنَ الْعَمَلِ بَيْنَهُنَّ ،

Every three students distributed the work among themselves

وَصَنَعْنَ فَطِيرَةً مِثْلَنَا.

and made a cake like us. "

ٱلْوَالِدُ : عَرَفْتُ الآنَ كَيْفَ وَزَّعْتُنَّ الْعَمَلَ وَصَنَعْتُنَّ الْفَطِيرَةَ.

The father: " Now I know how you distributed the work and made the cake

وَأَنْتَ يَا أَحْمَدُ ، كَيْفَ أَخْرَجْنُهُ الصَّحِيفَةَ ؟

And you, Ahmad, how did you produce the paper ?"

أَحْمَدُ: إِشْتَرَكْنَا فِي عَمَلِهَا كَمَا اشْتَرَكَتِ الطَّالِبَاتُ فِي صُنْعِ الْفَطِيرَةِ.

Ahmad: "We cooperated in producing it just as the girl students cooperated in making the cake.



عَادِلٌ وَأَكْرَمُ أَحْضَرَا الصُّورَ ، وَقَسَّمَا الصَّحِيفَةَ ، وَرَسَمَا الرُّسُومَ Adel and Akram brought the pictures, set the paper into sections and made

وَخَمْسَةٌ مِنَ الزُّمَلَاءِ جَمَعُوا مَادَّةَ الصَّحِيفَةِ ؛ Five classmates collected the material for the paper;

قَرَأُوا وَاخْتَارُوا وَ كَتَبُوا مَا أَرَادُوا .

they read, selected and wrote what they wanted to.

وَأَنَا كَتَبُّتُ قِصَّةَ الْعَدَدِ .

I wrote the story of the issue. "

الْوَالِدُ : هَذَا جَمِيلٌ . تَعَلَّمْتُمْ شَيْعًا يَنْفَعُكُمْ . وَتَعَوَّدْتُمُ التَّعَاوُنَ

The father: "That's good. You have learnt something that is useful for you, and got used to cooperation in work. "

ٱلْمُلَاحَظَاتُ النَّحْوِيَّةُ

GRAMMATICAL NOTES

In the previous lessons you learnt the separate personal pronouns. They are:

أَنَا نَحْنُ أَنْتَ أَنْتَ أَنْتَ أَنْتُمَا أَنْتُمُ أَنْتُنَ هُوَ هِيَ

هُمَا هُمْ هُنَّ ...

This lesson presents the pronominal suffixes of the past-tense verb.

1. In the sentence:

the pronominal suffix (ت) of the second person masculine singular is suffixed to the verb (قَرَأً).

Note that (اَلْسَكُونُ), the final consonant of the verb, is marked with (اَلْسَكُونُ) instead of its original (فَتُحَدُّ) : (فَرَأً) .

2. In the sentence:

the pronominal suffix (ت) of the second person feminine singular is suffixed to the verb (أَلْهُمَانَةُ). Note that (اَلْهُمَانَةُ), the final consonant of the verb, is marked with (اَلْسُكُونُ) instead of its original (اَقُرَأً) : (قَرَأً) .

3. In the sentence:

the pronominal suffix of the second person dual, masculine or feminine, is suffixed to the verb (قَرَأً). Note that the final consonant of the verb is marked with (اَلْفَتُ عُونُ) instead of its original (اَلْفَتُ عُونُ) : (قَرَأً) .

4. In the sentence:

the pronominal suffix () of the second person masculine plural is suffixed

to the verb (اَأَخْرَ جَ). Note that the final consonant of the verb is marked with (اَأَخْرَ جَ) : (اَلْمَا لَا اللّهِ اللّهِ اللّهِ اللّهِ اللّهُ اللّهُ

5. In the sentence:

the pronominal suffix (تُرُنَّ) of the second person feminine plural is suffixed to the verb (صَنَع). Note that the final consonant of the verb is marked with (اَلسُّكُونُ) instead of its original (اَلسُّكُونُ) : (صَنَعَ) .

6. In the sentence:

the pronominal suffix (تُ) of the first person singular, masculine or feminine, is suffixed to the verb (قَرَأً). Note that the final consonant of the verb is marked with (اَلْسُكُونُ) instead of its original (اَلْسُكُونُ): (قَرَأً).

7.

The pronominal suffix (ان) of the first person plural is suffixed to the verb (علَّت) in the first sentence, and to the verb (صَنَع) in the second sentence. The pronominal suffix in the first sentence refers to the masculine and in the second sentence to the feminine, without distinction in gender.

Note that the final consonant of the verb to which the suffix (اَلَّ عَلَقَ مَنْعَ : (فَتْحَةٌ) instead of its original

8. In the sentence:

the pronominal suffix (i) of the third person feminine plural is suffixed to the verb (i). This (i) is called the nun of the feminine plural

Note that the final consonant of the verb is marked with (اَلَّسُكُونُ) instead of its original (وَزَّعَ : (فَتُحَدَّ)

9. If the past-tense verb has the pronominal suffixes of the second person (تَنْ تُمْ تُمَا تَنْ), the pronominal suffix of the first person singular (ثُنَ), the pronominal suffix of the first person plural (ثن), or the nun of the feminine plural (ن), the last consonant of the verb is marked with (اَلسُّكُونُ).

10.

عَادِلٌ وَأَكْرَمُ أَحْضَرَا الصُّورَ . إِثْنَتَانِ عَجَنَتَا الدَّقِيقِ .

In the first sentence the alif of the two (أَلْفَ الْأَنْيُنِ) is suffixed to the verb (أَحْفَرَ)

Note that the final consonant of the verb is marked with (أَلْفَتُ عَدُ)

as before the suffixation of the (أَلْفَ) .

Note that the original form of the verb (النَّفَةُ) in the second sentence was (عُنْتُةُ) ending with the (ت) of the feminine, and then the alif of the two was suffixed to it. Note also that the final consonant of the verb is marked with (عُنْتُكُاً) as before the suffixation of the (تالُكُونُ). But the (تالُكُونُةُ) because of the suffixed (اللُّفَتُكَاً) is here marked with (عُنْتُكَاً)

11. In the sentence:

خَمْسَةٌ مِنَ الزُّمَلاءِ جَمَعُوا مَادَّةَ الصَّحِيفَةِ

you find that the pronominal suffix, the 'waw' of the masculine plural (وَأُو الْجَمَاعَةِ) is suffixed to the verb (جَمَع) .

Note that the final consonant of the verb is marked with (اَلْفُعَةُ)
instead of the original (فَتُحَةُ) : جُمُعُ

A spelling rule:

When the waw of the plural (وَاوُ الْجَمَاعَة) is suffixed to a past-tense verb it is followed by an alif (أَلَيْفُ) in writing : (ا وُ الْ وَ) .

12. All these pronominal suffixes act as subjects of the verbs to which they are suffixed. They are therefore called the nominative pronominal suffixes

(فَمَائِرُ الرَّفْعِ الْمُتَّصِلَةُ) .

Remarks	Example	Corresponding pronominal suffix of the past.	Person	Separate pronoun
The final consonant of the verb is marked with	كَتَبْتُ	تُ	First person singular (masculine or feminine)	أنَ
« « « «	كَتَبْنَا	نَا	First person plural (masculine or feminine)	نَحْنُ
« « « « «	كَتُبْتَ	ت	Second person masculine singular	أَنْتَ
	كَتَبْتِ	ت	Second person feminine singular	أنت
« « « « «	كَتَبْتُمَا	تُمَا	Second person dual (masculine or feminine)	أُنْتُمَا
	كَتَبْتُمْ	تُمْ	Second person masculine plural	أنتم
« « « « «	كَتَبْتُنَ	ء تُن	Second person feminine plural	أَنْتُنَ
the final letter of the verb is marked with	كَتَبَ		Third person masculine singular	هُو
« « « «	كَتَبَتْ		Third person feminine singular	ھِی
The final letter remains marked with	كَتَبَا	Ĺ	Third person masculine dual	هُمَا
« « « « «	كَتَبَتَا	ί	Third person feminine dual	هُمَا
The final letter of the verb is marked with الضمة	كَتَبُوا	وُا	Third person masculine plural	هُمْ
The final letter of the verb is marked with السكون	كَتَبْنَ	نَ	Third person feminine plural	ء ≊ ھن

ثمر ينات **EXERCISES**

1. Indicate the pronominal suffixes of the past-tense verbs in the following sentences. State the person to which each suffix refers:

> ١ - هَلْ رَاجَعْتَ الدُّرُوسَ السَّابِقَةَ ؟ ب- نَعَمْ ، رَاجَعْتُ الدُّرُوسَ السَّابِقَةَ .

ج - مَا النَّشَاطُ الَّذي اشْتَرَكْتُمَا فيه ؟

د _ ثَلَاثُ طَالبَاتَ صَنَعْنَ الْفَطيرَةَ .

ه - عَرَفْتُ الْآنَ كَنُيْفَ وَزَّعْتُنَّ الْعَمَلَ ، وَصَنَعْتُنَّ الْفَطِيرَةَ .

و _ اشْتَرَكْنَا فِي عَمَلِ الصَّحِيفَةِ .

ز - كَتَبُوا مَا أَرَادُوا .

2. Put the verbs in brackets in their appropriate places in the following sentences. Attach a suitable pronominal suffix to each verb.

(قَسَّمَ - كَتَبَ - قَرَأً - صَنَعَ - رَسَمَ - أَرَادَ) ا - أَنْشُمَا مُجْتَهِدَانِ اللَّرُوسَ الْجَدِيدَةَ . ب_نَحْنُ الْفَطِيرَةَ .

ج _ عَادِلٌ وَأَكْرَمُ الصَّحِيفَةَ وَ الرُّسُوم .

د - هُم كَتَبُوا مَا وأَنَا قصَّةَ الْعَدَد .

3. Fill in the blanks with suitable verbs stating the pronominal suffix in each:

ا - أَنَا الْخِطَابَ وَ طَابَعَ الْبَرِيدِ عَلَيْهِ .

ب- نَحْنُ إِلَى أُسُوانَ .

1

ج - هُمْ صَحِيفَةَ الْحَائِطِ .
 د - هُنَّ الْفَطِيرَةَ فِي الْمَدْرَسَةِ .
 ه - أَنْتُمْ شَيْئًا يَنْفَعُكُمْ في حَيَاتِكُمْ .

4. Address the following sentences to the feminine singular, and then to the masculine plural:

- هُمَا حَضَرًا إِلَى الْقَاهِرَةِ وَشَاهَدَا الْآثَارَ .
- (a) Replace the pronoun () with the pronoun() and write the sentence correctly.
- (b) Replace the pronoun (هُنُ) with the pronoun (هُنُ), and write the sentence correctly.

Lesson Ninety



فِي الْعَمَلِ جُهْدٌ وَصَ

There is Effort and Patience in Work

قَالَ الْفَلَّاحُ لِابْنِهِ :

The farmer said to his son,

اَلْعَمَلُ فِي الْحَقْلِ كَثِيرٌ ؛ اَلْعَمَلُ مُحْتَاجٌ إِلَى جُهْدٍ وَصَبْرٍ. "There is much work (to do) in the field; work requires effort and patience.

اُحْرُتْ أَرْضَنَا ، وَقَسَّمْهَا إِلَى أَحْوَاضِ أَوْ خُطُوطٍ . Plough our land and divide it into beds or lines.

وَابْنُرْ فِيهَا الْحَبُّ وَضَعْ فِيهَا السَّمَادَ . Sow the seeds and put the manure in it.

وَدَاوِمْ عَلَى سَقْيِ الزَّرْعِ فِي مَوَاعِيدِه . Keep watering the plants at the appropriate times. "

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وَقَالَتِ الْأُمُّ لِابْنَتِهَا:

The mother said to her daughter,

اَلْمَلُ فِي الْبَيْتِ كَثِيرٌ ؛ اَلْعَمَلُ مُحْتَاجٌ إِلَى جُهْدٍ وَصَبْرٍ . There is much work (to do) in the house; work requires effort and pasence.

افْتَحِى النَّوَافِذَ لِتَجْدِيدِ الْهَوَاءِ فِي الْبَيْتِ ، وَنَظِّفِي الْحُجُرَاتِ ، وَنَظِّفِي الْحُجُرَاتِ ، Open the windows to air the house, clean the rooms,

وَرَتِّبِي الْأَسِرَّةَ ، وَنَظِّمِي خُجْرَةَ الْجُلُوسِ .

make the beds, and put the sitting-room in order. ,,



وَقَالَ النَّجَّارُ لِغُلَامَيْهِ :

The carpenter said to his two apprentices,

اَلْعَمَلُ فِي الدُّكَّانِ كَثِيرٌ ؛ اَلْعَمَلُ مُحْتَاجٌ إِلَى جُهْد وَصَبْرٍ . "There is much work (to do) in the shop; work requires effort and

أَنْشُرَا الْخَشَبَ بِالْمِنْشَارِ ، وَأَلْصِقَا الْأَلْوَاحَ بِالْغِرَاءِ ، Saw (you two) the wood with the saw, stick the boards with glue

وَدُقًّا الْمَسَامِيرَ بِالْقَدُومِ.

and drive the nails with the hammer.,,

وَقَالَتْ رَبَّةُ الْبَيْتِ لِخَادِمَتَيْهَا:

The housewife said to her two maids,

ٱلْعَمَلُ فِي الْمَطْبَخِ كَثِيرٌ ؛ ٱلْعَمَلُ مُحْتَاجٌ إِلَى جُهْدٍ وَصَبْرٍ .

"There is much work (to do) in the kitchen; work requires effort and patience.

اغْسِلَا الْأَطْبَاقَ وَالْأَوَانِيَ ، وَنَظِّفَا الْخُضَرَ ،

Wash (you two) the plates and the vessels, clean the vegetables,

وَقَطِّعَا اللَّحْمَ قِطَعًا ، وَأَعِدًّا الْمِلْحَ وَالسَّمْنَ وَالنَّوَابِلَ ، cut the meat into pieces, get the salt, the butter and the spices ready,

وَرَاقِبَا الطُّعَامَ عَلَى الْمَوْقِدِ حَتَّى يَنْضَجَ .

and watch the food on the stove until it is

وَقَالَ مُدِيرُ الْمَتْجَرِ لِلْعُمَّالِ :

The shop manager said to the worker

اَلْعَمَلُ فِي الْمَتْجَرِ كَثِيرٌ ؛ اَلْعَمَلُ مُحْتَاجٌ إِلَى جُهْدِ وَصَبْرٍ . "There is much work (to do) in the shop; work requires effort and patience.

اَسْتَقْبِلُوا الزَّبَائِنَ بِبَشَاشَةٍ ، وَاعْرِضُوا عَلَيْهِمِ الْبَضَائِعَ فِي سُرُورٍ ، Receive the customers with a smile, present the goods to them pleasantly.

وَعَامِلُوهُمْ بِالذَّوْقِ وَالْأَدَبِ ، وَلَا تَغُشُّوهُمْ ،

treat them nicely and politely, and do not cheat them;

فَالرَّسُولُ يَقُولُ : مَنْ غَشَّنَا فَلَيْسَ مِنَّا .

the prophet says, . «Whoever cheats us is not one of us.»

: لَطَالِبَاتِهَا التَّدْبِيرِ الْمَنْزِلِيِّ لِطَالِبَاتِهَا : The domestic-science teacher said to her girl students,

. اَلْعَمَلُ فِي حِصَّةِ التَّدْبِيرِ كَثِيرٌ ؛ اَلْعَمَلُ مُحْتَاجٌ إِلَى جُهْدِ وَصَبْرِ . There is much work (to do) in the domestic-science hour; work requires effort and patience.

أَحْضِرْنَ النَّسِيجَ ، وَاضْبِطْنَ الْقِيَاسَ .

Fetch the material, take accurate measurements,

وَاقْصُصْنَ النَّسِيجَ بِالْمِقَصِّ ، وَخَطْنَهُ بِالْإِبْرَةِ . cut the material with the scissors, and sew it with the needle. "

اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

ٱحْرُثْ أَرْضَنَا . ٱبْذُرْ فِيهَا الْحَبُّ .

The verb (اُحْرُتُ) in the first sentence, and the verb (اُحْرُتُ) in the second are imperatives. Since the order is given to the masculine singular, no explicit pronominal suffix is appended to the verb.

Note that the last letter of the verb is marked with (أَلُسُّكُونُ)

نَظُّفِي الْحُجُرَاتِ . رَتِّبِي الْأَسِرَّةَ .

Fhe verb (نَظُفِي) in the first sentence, and the verb (رَتَّبِي) in the second are imperatives. Since the order is given to the feminine singular, each verb ends with the pronominal suffix (اَلْيَاءُ) called the (يَاء) of the second person feminine singular (يَاءُ الْمُخَاطَبَة). This (يَاء) is the subject of the verb.

3. اغْسِلًا الْأَطْبَاقَ . اغْسِلًا الْأَطْبَاقَ . Since the order is given to the masculine dual in the first sentence and to

Since the order is given to the masculine dual in the first sentence and to 'the feminine dual in the second, the dual pronominal suffix - 'the alif of the two' (أَلْفَ الاَّنْفَىٰ) - is suffixed to the verbs (الْفَ الاَنْفَىٰ) and (افْسَل) . This alif is the subject of the verb. Note that no difference in gender is indicated.

أَحْضِرْنَ النَّسِيجَ . إِضْبِطْنَ الْقِيَاسَ .

Since the order is given to the feminine plural, the (نُونُ) of the feminine plural (نُونُ النَّسُوَةَ) is suffixed to the verb (أَحْضِرُ) in the first sentence and the verb (الشَّكُونُ) in the second. This (الشَّكُونُ) is the subject of the verb. The final consonant of the imperative is marked with

6. The pronominal suffixes of the imperative age:

يَاءُ الْمُخَاطَبَةِ أَلِفُ الْاثْنَيْنِ وَاوُ الْجَمَاعَةِ نُونُ النِّسْوَةِ

They are the subjects of the verb.

Table of the nominative pronominal suffixes of the present and imperative verbs

The verb ending with (نون النسوة)	The verb ending with (إيايالمخاطبة)	The verb ending with (glelled)	The verb ending with (اُلف الاثنين)	Tense	Verb
نَعْمُرُنَ (3rd person)	. 1	يئىڭرون (3rd person)	رَيْسُكُرُ ان (3rd person masc.)	ر منارع	***
تشگرن (2nd person)	رَشْگْرِينِ (2nd person)	تشگرون (2nd person	زيمگران (a rd person fem. or 2nd person masc.)		
اشگرن	اشگری	اشگروا	اشمكرا	4 o ax	اشگر

عرينات **EXERCISES**

1. Indicate the imperative verb and its pronominal suffix in each of the following sentences:

2. Fill in the blanks with suitable imperative verbs:

3. (a) Address this order to the dual:

(b) Address this order to the feminine plural

(c) Address this order to the masculine plural:

4. Address these orders to the masculine dual, and then to the masculine

5. Address these orders to the feminine singular, and then to the feminine

اَلدَّرْسُ الْحَادِي وَالتِّسْعُونَ Lesson Ninety - One



قَالَ الْفَلَّاحُ لِابْنِهِ فِي مَوْسِمِ الْحَصَادِ:

In the harvest season the farmer said to his

إِنَّ مَحْصُولَنَا وَفِيرٌ . تَعِبْنَا كَثِيرًا ، فَكَسَبْنَا كَثِيرًا . 'Our crop is plentiful; we have worked hard, and so we have gained much.

إِنْ تَزْرَعْ تَحْصُدْ ، وَإِنْ تَنْعَبْ تَكْسِبْ .

If you sow you reap, and if you work hard you gain. **

قَالَ الْوَلَدُ :

The boy said,

نَعَمْ يَا أَبِي . إِنْ زَرَعَ الْفَلَّاحُ حَصَدَ ، وَإِنْ تَعِبَ كَسَبَ . Yes, father. If the farmer sows he reaps, and if he works hard he gains.

وَقَالَتِ الْفَلَّاحَةُ لِابْنْتِهَا:

The woman farmer said to her daughter,

لَا تُهْمِلِي الْعِنَايَةَ بِالدَّجَاجِ ِ.

" Do not neglect looking after the bens.

مَتَى تَهْتَمِّى بِهِ يَكْثُرْ بَيْضُهُ ، وَمَتَى أَهْمَلْتِهِ قَلَّ بَيْضُهُ

Whenever you take care of them, they lay many eggs; but whenever you neglect them, they lay few eggs."

قَالَتِ الْبِنْتُ :

The daughter said,

وَمَتَى يَكْثُرِ الْبَيْضُ تَكْثُرِ الْفِرَاخُ. وَمَتَى قَلَّ الْبَيْضُ قَلَّتِ الْفِرَاخُ. "And whenever there is plenty of eggs, there is plenty of chicken. Whenever the eggs are few, the chicken are few."



وَقَالَ الصَّانِعُ لِلصَّبِيِّيْنِ اللَّذَيْنِ

The craftsman said to the two apprentices who

هَذِهِ آلَةٌ جَدِيدَةٌ حَافِظًا عَلَيْهَا .
"This is a new machine; take care of it.

إِنْ تُحَافِظًا عَلَيْهَا تُوَفِّرًا كَثِيرًا مِنَ الْجُهْدِ وَالْوَقْتِ

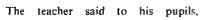
قَالَ الصَّبِيَّانِ :

The two apprentices said,

نَعَمْ ، مَتَى صَانَ الصَّانِعُ آلَتَهُ كَانَتْ دَائِماً فِي خِدْمَتِهِ .

"Yes. If the craftsman maintains his machine, it will always be at his service."

وَقَالَ الْمُدَرِّسُ لِتَلَامِيدُهِ : The teacher said to his pupils,





·· Whoever of you works hard succeeds, and whoever neglects his lessons fails.

Whoever succeeds at school succeeds in life.

The pupils said,

" Yes, whoever works hard succeeds, and whoever neglects his lessons fails the examination."

The Holy Koran says,

" And whatever of good you do, God knoweth it.

" Wheresoever ye be, death will overtake you.

ٱلْمُلَاحَظَاتُ النَّحْوِيَّةُ

is a conditional particle. (تَزْرَعْ) is the verb of condition (protasis) (فَعْلُ الشَّرْطِ) , and (تَحْصُدْ) is the answer of condition (apodosis) (جَوَابُ الشَّرْطِ) .

Note that both the protasis and apodosis are in the present tense. They are in the jussive mood indicated here by(اَلَتُ كُونُ) on the final consonant.

إِنْ تُحَافِظًا عَلَيْهَا تُوَفِّرًا كَثِيرًا مِنَ الْجُهْدِ وَالْوَقْتِ. (b) إِنْ) is a conditional particle (تُحَافِظًا) is the protasis, and (إِنْ) is the apodosis.

Note that both verbs are in the present tense. Note also that they belong to the group of the five verbs (اَلْأَفْعَالُ الْحَمْسَةُ) . They are in the jussive mood indicated here by the omission of the original nun (اَ النَّوْنُ) .

(c) When the protasis or the apodosis is a present-tense verb, it is in the jussive mood. This mood is indicated by (اَلَسُكُونُ) in the first sentence (a), and by the omission of the nun in the second (b).

إِنْ زَرَعَ الْفَلَّاحُ حَصَدَ .

(أَنُ) is a conditional particle. (وَرَعَ) is the protasis and (حَصَد) is the apodosis.

Note that both verbs are in the past tense. Note also that their use in the conditional sentence has not caused them any change.

3. Condition can also be expressed by:

(Whoever) نَمْ (۱)

In the first sentence the protasis (يَخْبَعُ) and the apodosis (يَنْجَعُ) are in the jussive mood because they are present-tense verbs. The jussive mood is here indicated by (اَلَسُكُونُ).

In the second sentence the protasis (اجْتُهَا) and the apodosis (جُنَبُ) are past-tense verbs and have therefore not undergone any change.

The protasis (اَ اَتَعَلَّمُوا) is in the jussive mood indicated here by the omission of (اَ النُّونُ). The apodosis (اِ اَلنُّونُ) is also in the jussive mood indicated here by (اَ اَلنُّمُونُ).

In the first sentence, the protasis (رَيُحْتَمَّى) is in the jussive mood indicated by the omission of (رَكُتُرُ). The apodosis (رَكُتُرُ) is also in the jussive mood indicated by (رَالسُّكُونَ).

In the second sentence, the prorasis (عَلَلَّ) and the apodosis (قَلَّ) are past-tense verbs.

(د) أَيْنَمَا تَكُونُوا يُدْرِككُمُ الْمَوْتُ .

The protasis (تَكُونُو) is in the jussive mood indicated by the omission of (اللهُونُ). The apodosis (اللهُونُ) is also in the jussive mood indicated by (اللهُونُ).

EXERCISES تمرينات

1. Indicate the conditional particle, the protasis and the apodosis in each of the following sentences:

2. Indicate the sign of the jussive mood of both protasis and apodosis in the following sentences:

3. Make both protasis and apodosis present-tense verbs and mark their endings:

4. Use the following verbs in their appropriate places in the following sentences

ب _ مَتَى الْفَجْرُ أَذَّنَ الدِّيكُ . ج - مَنْ فِي الطَّائِرَةِ يَصِلُ بِسُرْعَةٍ إِنَى الْجَامِعَةِ أَدْخُلْ كُلِّيَّةَ الطِّبِّ إِنَى الْجَامِعَةِ أَدْخُلْ كُلِّيَّةَ الطِّبِّ .

5. Put the following verbs in their appropriate places in the following sentences:

شَاهَدْتَ - يَعْرِف - أَتَعَلَّم .

ا - إِنْ أَقْرَأُ هَذَا الْكِتَابَ الْعَرَبِيَّةَ .

ب - مَتَى زُرْتَ الْقَاهِرَةَ الْلُبْرُ جَ .

ج - مَنْ يَقْرَإِ الْجَرِيدَةَ الْأَخْبَارَ .



GLOSSARY

Page	Меалing	Word	Letter	Page	Meaning	Word	Letter
١	it was brought	أحضر		12	wells	آبَارٌ	1
94	they (masc. dual) brought	أُحْضَرَا	; 	٣٧	(plant) diseases	آ فَاتٌ	
۷٥	fetch (impera- tive fem.pl.)	أَحْضِرْنَ		١٦	machines	آ لَاتٌ	
71	Ahmad	أَحْمَدُ		14	instrument	آلَةٌ	
V Y	beds (in a field)	أَحْوَاضٌ		۸۱	his machine	آلَتُهُ	
78	they (masc.) selected	إخْتَارُوا		٧٧	sow (imperative masc. sing.)	ٵؙڹۮؙڒ	
٤٢	your (masc. sing.) sister	أُخْتُكُ	!	۵۷	needle	إِبْرَةً	
٧	he took	أخذ		۸١	her daughter	ابْنَتُهَا	
94	you (masc. pl.) produced	أُخْرَجْتُمْ		٤٨	verses (of a poem)	أُبْيَاتُ	
44	producing	أَدَاءٌ				(القصيدة)	
١	instrument	أَدَاةً		٥٥	furniture	أَثَاثُ	
۱۳	literature	أَدَبُ		44	during	(في) أَثْنَاءِ	
٤٨	men of letters	أُدَبَاءُ		٦٣	two (fem. dual)	اثْنَتَانِ	
44	if	إذًا		77	he answered him	أجَابَهُ	
٤٩	then	ٳؚۮؘڹ۟		٤٩	meeting	اجْتِمَاعٌ	
٦٤.	they (masc.) wanted	أَرَادُوا		٨٢	he worked hard	أجْتُهَدَ	
۷۲	our land	أَرْضُنَا		٧٧	plough (imper- ative masc. sing.)	ٱڂۯؙثْ	
\$ a ¹	chisel	إِزْمِيلٌ		١	he brought	أَحْضَرَ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Létter
٧٤	exhibit (impera- tive mase, pl.)	راغرِضُوا	 	V &	receive (impera- tive masc. pl.)	اِسْتَقْبِلُوا	
٧٤	wash (impera- tive dual)	إغسِلا	;	٧٣	beds	أَسِرَةً	
٧٣	open (impera- tive fem. sing)	اِفْتَحِي		. h	Islam	إِسْلَامٌ	
44	more or most capable	أُقْدَرُ		**	(armed) forces	أُسْلِحَةٌ	
٥٧	cut (imperative- fem. pl.) (cloth)	ا قُصُصْنَ		17	black (masc. sing.)	أُسُودُ	
۳۳	Akram	أَكْرَمُ		74	they (fem.)	اِشْتَرَكَتْ	}
77	we ate it (fem.)	أكلناها		٦٢	you (dual)	الشُّسَرَ كُتُمَا	
۳٠.	except	ٳڵؖ	ļ	٦٣	took part we cooperated	اِشْتَرَ كُنَا	
4 8	I join	أَلْتَحِقُ بِ		41	they (masc.) dealt (with)	اِشْتَغَلُوا (بـ)	
٧٣	stick (imperative dual)	ألْصِقا		٤٨	hemistiches t	أشطر	
٩	he cast	أَلْقَى		 ^	he caught	اصْطَادَ	
٧٣	boards	أَلُواحُ		٧	I go fishing	أصطادُ	
١	colours	أَلْوَانُ		9	we caught	اصْطَدْنَا "	
44	to it (fem.)	إِلَيْهَا		10	yellow (masc. sing.)	أَصْفَرُ	
17	places	أَمَاكِنُ		17	lighting	إِضَاءَةُ اللهِ الْحَدِيدُ الْحَدَيْ الْحَدِيدُ الْحَدِيدُ الْحَدِيدُ الْحَدَيْدُ الْحَدِيدُ الْحَدِيدُ الْحَدَيْدُ الْحَدِيدُ الْحَدِيدُ الْحَدَيْدُ الْحَدُيدُ الْح	
٣١	nation	أُمَّة		VO	fix (imperative fem. pl.)	اِضْبِطْنَ	
٨٢	examination	ِامْتِحَانٌ		V £	prepare (impera- tive dual)	أُعِدًا	
74	your (masc. sing.) state	اِمْتِحَانَ أَمْرُكَ		97	we prepared	أُعْدُدْنَا	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
44	our hands	أيْدينا	,	٣٩	nations	أُمَمُ	
٨٢	wheresoever	أيْنَهَا		19	sums of money	أَمْوَالُّ	
21	skilful (masc.	نادعد	ب	44	matters	أُمُورٌ	
	pl. accusative) their interior	المراجعين المراجعين		74	I like	أَمِيلُ إِلَى	
17		باطنها • مَ		10	an emphatic particle	ٳڹؖ	
10	petroleum	بِترول		17	that (conjunc- tion)	أنَّ	
8	naval	بخری		۲	production	إِنْتَاجُ	
94	programmes	برامج		9	it was noon	انتهم من النَّهُ مُا	
 ٣٧ 	land (adjective)	ر * * بری		1	making use of	التصفي النهار	
٧٤	(with) a smile	(ب) بَشَاشَةٍ		٧٣	saw (imperative- dual)	أُنْهُوا الله	
٧٤	goods	بَضَائِعُ		94	I cooked it (fem)	أَنْضَجْتُهَا	
۱۷	some of them	بَعْضُهَا		٤١	he was interested	اهْتَمَّ	
٣٦	building	بِنَاءٌ		۳.	they (masc.) were interested	اً هُمَّهُ وا	
٣٧	rifles	بَنَادِقُ		۸۲	he neglected	أَهْمَلَ	
٥٧	its (masc.) building	بِنَاؤُهُ		۸۱	you (fem, sing.) neglected him	اهملته ا	
٧.	joyful (masç. sing.)	بَهِيجٌ		3.8	I pursue	أُوَاصِلُ اَلأُوَانِي (عَلَى) أَيَّةٍ (حَالَةٍ)	
Alm	piano	بِيَانُو		٧٤	vessels	اَلأُوانِي	
۸١	their eggs	بيضه		74	(at) any (rate)	(عَلَى) أَيَّةِ	
94	among themselves (fem.)	رەرۇ بىنۇن				(حَالَةٍ)	

age	Meaning	Word	Letter Pag	e Meaning	Word	Letter
٦	they dig	تَحْفُرُ (هِيَ)	06	their (fem.)	رو مرو بيوتهن	
υV	you (fem. pl.) serve	تَخْدُمْنَ	7	history	تَارِيخٌ	ت
15	domestic science	ا اَلتَّدْبِيرُ المنْزِلِيُّ	 	their (masc.)	تَارِيتِي	
۰۳	practising	ا تَكَرُّبُ		history / you (masc	عرياتهم	
٦,	they run	تَدُورُ (هِيَ)) 	sing.) come	تَأْتِي (أَنْتُ)	
1	they (masc.) translated	ر ترڅموا		(did not) follow you (masc.	الم)تَتبِعُوا	
٨	canal	ء م ترعة	. "	ong, y and		
٠٩	you (masc.pl.) want	ا تريدُونَ	. .	sing.)hesitate	تَتَرَدُّدُ (أَنْتَ)	
٠,	you (masc. sing.) grow	تَزْرَعُ (أَنْتَ)	A	you (masc. sing.) get tired	تَتْعَبُ (أَنْتَ)	
۲۲	(plants) you (masc,	ا سررح ۱۰ مین از مناه از از مناه	٧,	(whatever) you (masc. pl.) learn	تَتَعَلَّمُوا	
,	sing.) can it (fem.)is used	المستطيع (الت). المراد كراد كراد	٤٤	they agree	تَتَّفِقُ (هِيَ)	
·	f took it (fem.)	تستعمل (هِي)	VY	to air	تُجْدِيدُ	
۱۳		تسلمتها			الْهُوَاءِ في	
١٦	they run	أُ تُسِيرُ (هِي)	77	you (masc. sing) try	تُجَرِّبُ (أَنْتَ)	
۷۵	you (fem. pl.) share	تُشَارِكُنَ		if you (dual) take care (cf)	(إِنْ) تُحَافِظًا	
٤٩	you (two)become	تُصْبِحَانِ			(عَلَى)	
٠,	you (fem.sing.) become	تُصْبِحِينَ		you (masc. sing.) like	تُحِبُّ (أَنْتَ)	
74	they are fit	تَصْلُحُ (هِيَ)	44	it (fem.) requires	تَحْتَاجُ (هِيَ)	
١٥	they are made	تُصْنَعُ	۸.	you (masc.sing.)	اَ حُصُدُ (أَنْتَ)	

Page	Meaning	Word	Letter	Page	Meaning	Word
٤٩	you (masc. pl.) should know	لِتَعْلَمُوا		1	painting	رَهُ ہُ تَصُوِير
00	education	تَعْلِيمٌ		4 \$	you (masc. sing.) become	تَصِيرُ (أَنْتَ)
٥٧	you (fem. pl.) work	تَعْمَلُنَ		٥٠	you two will (not) become	(لن)تَصيرًا
77	construction	تعمير		۳1	make yourself	انَطَّاهُ (عَلَ)
7 8	you (masc. pl.) got used to	تَعَوَّدْتُم		77	(masc.) familair (with)	ر میں ۱۰۱۰ - ا
٧٤	(do not) cheat them (masc.)	(لا) تَغُشُّوهُمْ		11	(talents) come out	تطهر (الْمَوَاهِبُ)
۲	full occupation	تَفَرَّغُ		9	come (imperative masc. sing.)	
۸۲	(whatever) you (masc. pl.) do	ا (ما) تَفْعَلُوا		٤١	cooperation	تَعَاوُٰنٌ
19	(do not) say (masc, sing.)	(لا) تَقُلْ		77	(they) cooperated	
۲	(the state) rewards	تُكَافِي ۚ		۸۰	he got tired	تَعبَ
۸۰	you (mase. sing.) gain	تَكْسِبُ (أَنْتَ)		٤١	expression	رَ الله الله الله الله الله الله الله الل
77	you (masc, sing.) are	تَكُونُ (أَنْتَ)		: ምጚ	(they) depend	7 20 2
29	you (masc. pl.) will (not) be	(لَنْ)تَكُونُوا		Y		عجب
77	you (masc.sing.) were (not)	(لمْ)تَكُنْ(أَنْتَ			dicy exhibit	تَعْرِضُ (هِيَ) تَعْرِفُ (أَنْتَ)
۸۲	his pupils	تَلَامِيذُهُ		10	you (masc. sing.) become	تُعْرِفَ (أَنْتَ)
٤١	his statue	تمثالُهُ		17	you (masc. sing.) know	تَعْلَمُ (أَنْتَ)
7	(colours) represent	تُمَثِّلُ (الْأَنْوَانُ)		44	learning	رره د تعلم
٤١	glorification	تَمْجِيدٌ		٤٩	you (dual) know	تَعْلَمَانِ
75	you (masc. sing.)	تَمِيلُ (أَنْتَ) إِلَى		٦٤	you (masc. pl.) learnt	تَعَلَّمْتُمْ

Page	Meaning	Word	Letter	Page	Meaning	Word	Latter
4	sitting (masc. dual-accusative)	جَالِسَيْنِ	٦	90	(women) get	تَنَالُ (النِّسَاءُ)	
٥٧	wounded (pl.)	جَرْحَي		71	do (not) wait (masc. sing.)	(لَا)تَنْتَظِرْ	
۳.	it (masc.) united	جَمَعَ		8.	(statues) are carved	تُنْحَتُ	
٦٤	they (masc. pl.) collected	جَمَعُوا				(التَّمَاثِيلَ)	
٤٩	society	جُمعيّة		٤١	(statues) are erected	تَنْصَبُ	
4.	Jihad (holy war)	جِهَادٌ		۲		(التماتيل)	
۲.	their (masc.) efforts	دو وير. چهودهم		' 	(exhibitions) are organised	تنظم (الْمَعَارِضُ)	
**	air (adjective)	ر م جوی		٥٠	(that) you (fem.	(أَنْ) تَنْظم	
41	army	بَ. جَيشُ		17	(poetry) they spend (money)	(هر) تُنْفةرُ	
41	their army	جَيْشُهَا	 	 	(whenever)	(مَتَى) تَهْتُمِّ	
۸۱	take care (imperative- dual)	حَافِظًا	ے	٤٩	you (fem. sing.) take care (do not) neglect (you two)	(لا) تُهْمِلًا	
74	case	حَالَةٌ		ક ૧	(do not) neglect (masc. pl.)	(لا) تُهْمِلُوا	
1	easel	حَامِلٌ		٥٠	(do not) neglect (fem. sing.)	(لا) تُهْمِلِي	
4	until	حَتَّى		٧٤	spices	تَوَابِلُ	
٤٠	stone	حُجُو		٥٩	you (dual)(did not) persist	(لَمْ) تُوَاظِبَا	
00	rooms	خُجُراتٌ		۸۱	(if) you (dual) save	(إِنَّ) تُوَفِّرَا	
٣٦	frontiers	دء م حدود			third (fem.)	ثَالثَةً	ث
41	their freedom	ر ع ^{یو} و حریتها		٨	second (fem.)	تُانِيةٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٧٢	keep on (impera- tive-masc. sing.)	دَاوِم ْ	۵	۲	grief	حُزْنٌ	
۸۱	always	دَائمًا		۲	sad(masc. sing.)	حَزِينٌ	
20	tanks	دَبًّابَاتً		٧ə	(class) hour	حِصَةً	
3.7	my study	دِرَاسَتَی		۸۰	he reaped	حَصَدَ	
71	study	دَرْسُ دَرْس		44	civilization	حَضَارَةٌ	
71	lessons	رو م دروس		79	their (masc.) civilization	حَضَارَتُهُمْ	
٨٢	his lessons	ء ء ء د دروسه		٨	luck	حَظُّ	
۳.	it (masc.) called them	دُعَاهُمْ		. A	his luck	حَظُّهُ	
٧٣	drive (imperative-dual) (the nails)	دُقَّا(الْمَسَامِيرَ)		00	their (fem. pl.) share	حَظُهُنَّ حَظُهُنَّ	
٤١	minuteness	دُقّةً		VY	field	حَقل _	
٤١	minute(fem. adjective)	ِ دَقی <i>ق</i> َةً		74	truth	حَقيقةً	
۱۷	(but) not	دُُونَ		۳.	they (masc.) ruled	حَكُمُوا م	
۲	state,government	دَوْلَةً		10	ornaments	حُلِيًّ	
۱۷	its (masc.)	دُولُهُ		٧٤	(to) her two maids	(ٰلِ)خَادِمَتَيْهَا	خ
۳۱	religion	دِينٌ		1 8 9	special (fem.)	خَاصَّةً	
٧٤	nice manners	ذُوْقٌ	_ا د	۸۱	his service	ه رو و خدمته	
٦١	you (masc. sing.) revised	رَ اجَعْتَ	, ر	۷٥	sew (imperative- fem. pl.) it	خطْنَهُ	
٦٢	χομ (dual) revised	رَاجَعْت رَاجَعْتُمَا		74	lines	خُطُوطٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٣٧	boats	زَوَارِقُ	200	٧٤	watch (impera- tive-dual)	رَاقِبَا	
٦١	previous (fem.)	سَابِقَةٌ		**	your (masc. sing.) point of view	رَأْيُكَ	
79	tourist (masc.)	سَائِحٌ		٧٤	housewife	رَبْةُ (الْبَيْتِ)	
77	we were pleased	سُرِدْنَا		٧٣	put in order (imperative fem. sing.)	رَتِّبِي	
٧٢	watering	ر ه ^و سمقى		٣.	plenitude	رَخَامُحُ	
۳۷	(military) force	سِلَاحٌ		VA.	he failed	رَسَبَ	
٧٢	manure	سمَادُ		١٦٣	they (masc. dual) drew	رَسَمَا	
٤٩١	l heard it (masc.)	م و و سمعته		٧٤.	prophet	رَّسُولٌ	İ
٧٤	butter	مَ مِ مَنمَن		٦٣	drawings	ور د رسوم	
١٠	it (masc.) will be	سَيَكُونُ		٤١	Ramses	رَمْسِيسُ	
٨	bad	ر پر پر سیبی		٨	he cast	رَمَی	
•	poetess	شاعاةً	<u>.</u> ش	٣٠	the Byzantines	اَلرُّومُ	
٤٩	poets (masc. dual - accusative)	شَاعرَيْن		۳١	mathematics	اَلرِّيَاضَةُ	
17	companies	شُرِكَاتٌ		* *	bright (masc. sing.)	الزَّاهِي	ز
٤٨	two hemistiches (nommative)	شِطْرَانِ		۲	bright (fem.)	زَاهِيَةً	
٤٨	poetry	ه او الله معود		٧٤	customers	زَبَائِنُ	
٤٨	poets	شُعَرَاءُ		17	agriculture	زِرَاعَةٌ	
٤٩	your (dual) poetry	شِيعْرُ كُمَا		۸٠	he grew (plants)	زَرَعَ	

Page	Meaning	Word	Letter	Page	Meaning	Word
٤١	hugeness	ضَخَامَةً		١.	delicious (masc. sing.)	شَهی شُ
٧٢	put (imperative- masc, sing.)	ضَعْ		۳1	you (masc. sing.) made me anxious	شُوَّقْتَنِي
٦٢	girl students	طَالِبَاتُ	ط	٩	it (masc.) became	صَارَ
٧٤	her girl students	طَالِبَاتُهَا		٩	it (fem.) became	صَارَتْ
٥٠	girl student	طَالِبَةٌ		۸۱	he maintained	صَانَ
٤٩	two students (genitive)	طَالِبَيْنِ		٧٢	patience	م ه ه صب
٣١	physics	(علم) الطبيعة و. م		۸۱	two apprentices	. ر صَـــاًن
7 V	bait torpedo	طعم ا	1	٧	bright (masc.	*
17	aeroplanes	طوربید طَیَّادَ اتُ		AY	sing.)	صحو ٠٠٠
	(the two friends) remained	ظَلَّ (الصَّدِيقَانِ)	_ ظ	٧	fishing rod	صِعر صِنارةً
37	(music) player	عَازِفٌ	_	٨	his fishing rod	صِنَارَتُهُ
٤١	public (gardens)	(اَلْحَدَائِقُ)		17	industry	صِنَاعَةٌ
	treat (impera-	الْعَامَةُ		٦٢	making	ء و صنع
٧٤	tive masc. pl.) them	عَامِلُوهُمْ		77	you (fem. sing.) made	صَنعت
٦٣	they (fem. dual) kneeded	عَجَنَتَا		٦٣	they (fem. dual)	صَنَعَتَا
**	many, a lot of	عِدَّةً		٦٣	you (fem. pl.)	م روبر بو صنعت
٦٤	(newspaper) issue	عَدَدٌ	i		made we made	صَنَعْنَا
17	Arab	عَرَبِي		77		
۳۱	old-rooted (fem.)	عَرِيقَةٌ		٣٧	victims	ضَحَايَا

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٩	change (impera- tive - masc.sing.)	غير		44	(music) playing	عَرْفٌ	
۳۰	they (masc.)	فَتُحُوا	ن	ै ' ५४	we hung it (fem.)	عَلَّقْنَاهَا	
۸۱	chicken	فِرَاخٌ		۳۱ ا	their (masc.) sciences	عُلُومُهُمْ	
۲	joy	فَرَحُ		44	ıt (masc.)	عَلَيْهِ	
۳.	the Persians	اَلْفُرْسُ		, A Y	of (lit. on) it (fem.)	عَلَيْهَا	
١	brush	فُرْشَةً	 	V &	workers	عُمَّالُ	
74	oven	؋ؙۯۨڽؙ	{ }	77	making it (fem.)	عَمَلُهَا	
٥٥	thanks to	بفَضْل		۸۱	care	عِنَايَةٌ	
۳۰	please	مِنْ فَضْلِكَ		4.5	then	عِنْدَنَدُ	
۳.	their value	فَضْلُهَا		٤١	often	غَالِباً	غ
77	cake	فَطِيرَةً		1 *	food	غِذَاءً	
٣١	philosophy	فَلْسَفَةٌ		۷۳	glue	غِرَاءٌ	
۳۱	astronomy	اَلْفَلَكُ		٧٤	he cheated us	غَشَّنَا	
44	art	فَنَ		 ٧ ٣	(to) his two apprentices	(لِ) غُلامَيْهِ	
44	artist	فَنَّانٌ		17	rich	غُنِي	
۲	artists (masc. pl. accusative)	فَنَّانِينَ فُنُونٌ		47	submarines	غُوَّاصَاتٌ غَيْر غَيْرُهَا	
۳٠	arts	ور فُنُونُ		٥٥	except	غير	
7.7	in it (mase.)	فيه		44	other than it (fein. sing.)	غَيْرُهَا	

Page _	Meaning	Word	Letter	Page	Meaning	Word	Letter
۸١	(eggs) became few	قَلَّ (الْبَيْضُ)		44	bombers	قَاذِفَاتٌ	ق
۸۱	(chicken) became few	قَلَّتِ (الْفِرَاخُ)		દ્વ	rhyme	قَافِيَةٌ	
۳۱	I said it (masc.)	قُلْتُهُ *	f	۷۵	fighting	قِشَالٌ	
٣٧	bombs	قَنَابِلُ	f	۳٠	an emphatic particle	قَدُ	
٤٩	rules	قَوَاعِدُ			ancient (pl.)	قُدَمَاءُ	
۱۵	measurement	قِيَاسُ	1	٧٣	hammer	قَدُومٌ	
			_	٨٢	the Holy Koran	اَلْقُرْآنُ الْكَرِيمُ	
14	full (masc. sing.)	ا كَامِلُ	د	71	[read (past)	قَرَأت	
17	latent (masc. sing.)	كَامِلٌ كَامِنٌ كَأَنَّ		79	you (masc.sing.) read (past)	قَرَأْتَ	,
17	particle of com- parison	حَأَنَّ		٦٢	you (fem. sing.) read (past)	قَرَأْتِ	•
٨٢	old age	كِبَرُ		٦٢	you (dual) read (past)	قَرَأْتُمَا	
٣١	books	ؙػؚڹۘڔؙ ؙػؙؾؙ <u>ڹ</u> ؙ		٦٤	they (masc.) read (past)	قَرَنحُوا	
٦٤	they (masc.) wrote	ا كَتَبُوا		λ	our village	ا قَرْيَتُنَا	
۸٠	he gained	ا كَسَبَ		74	they (dual) divided	قَسَّمَا	
۸٠	we gained	كَسَبْنَا		٧٧	divide (impe- rative - masc.	قَسَّمْهَا	
۲.	their word	كَلِمَتُهُمْ		٤٨	sing.) it poem (fem.) sing.	ا قَصِيدَةً	
۳۱	and also	كَمَا		٧٤	pieces	قِطَعٌ	
۳۷	disasters	كَمَا ٱلْكَوَارثُ		٧٤	cut (imperative dual)	قَطِّعَا	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٤٩	coherent (masc. sing.)	مُتَمَاسِكُ		44	in order to	کَیْ	
٣٧	rebels (masc. pl. accusative)	مُتَمَرِّدِينَ		74	how	كَيْفَ	
٤٠	sculptor	مَثَّالُ		41	chemistry	كِيمْيَاءُ	
٤١	sculptors (masc, pl. accusative)	مَثَّالينَ			40		
٦٣	like us	مثلناً		۰۵	you (fem. sing.) have	لَدَيْكِ	ال
7.7	industrious (dual - nomi-	مُجْتَهِدَان		٤٩	you (dual) have	لَدَيْكُمَا	
٥٠	native) good (fem. sing)	مُحددة		17	perhaps	لَعَلَّ	
٤٩	good (dual-	ر محماد:	; 	44	a negative par- ticle	لَنْ	
٧٧	accusative) in need of	مُ مُنْ اللهُ		۲	therefore	لِهَذَا	
	scorching	معداج		1	canvas	لَوْحَةٌ	
٩	(fem. sing.)	مُحْرِقَةً		۱۷	would that!	ا. ليت	
۸۰	our crop	محصولنا ا		٨	it (fem.sing.)	لَــُسُتُ	
٥٦	schools	مدارس					-
٣٧	guns	مَدَافِعَ		٦٤	material	مَادَّةُ	۴
٣٧	destroyers	مُدَمِّرَاتٌ		٥٥	blessed (fem.)	مُبَارَكَةٌ	
દવ	practice	مِرَانُ		√ {	shop	ر و رو منجر	
00	woman	مُوأَةً		: 	museum	مُنْحَفُ	
٥٧	the sick	اَلْمَوْضَى			numerous (fem.)	مُتَعَدُّدَةً	
٥٧	hospitals	مُسْتَشْفَيَاتً		Y	excellent (masc. pl. nominative)	مُتَفُوقُونَ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
۳۷	fighter (aeroplane)	مُقَاتِلَةً		٧٣	nails	مَسَامِيرُ	
۷٥	scissors	مقص	' 	١	ready (masc. sing.)	مُستُعِدُ	
4	your (masc. sing.) place	مَكَانُكَ	'	٨	pleased (dual-accusative)	مَسْرُورَيْنِ	
٧٤	salt	مِلْحٌ		٤١	Egyptian (masc. sing)	مِصْرِی	
٤١	their (masc.) kings	مُلُو كُهُمْ		٣٧	armouted (fem·)	مُصَفَحَة	
۱۷	receiving benefit (masc. pl. nominative)	مُنْتَفِعُونَ		١	painter (masc, sing.)	ه ریده مصور	
۲	grants	منع		Υ.	• painters (masc, pl. nominative)	مُصَوِّرُونَ	
٧٤	domestic (masc sing.)	مَنْزِلِيُّ		۲	painters (masc. plgenitive)	مُصَوِّرِيِنَ	
٧٣	saw	مِنْشَارُ		٧٤	kitchen	مَطْبَخٌ	
٧٢	its (masc.) times	مَوَاعِيدُهُ		۲	exhibitions	مَعَارِضُ	,
44	talents	مَوَاهِبُ		٤١	expressive (masc. sing.)	وريواد معبو	
44	musical (fem.)	مُوسِيقِيةً		44	(masc. pl.	مُعْتَدِينَ	
١.	lucky (masc. sing.)	مُ وَقَقَ		Y	accusative) dim (masc. sing.)	مُعْتِم	
٧٤	stove	مَوْقِكُ		۲	dim (fem.)	مُعْتِمَةً	
**	talent	مَوْهِبَةً		10	metal	مَعْدِنَ	
**	talented (masc. sing.)	مُوْهُوبٌ		٤٠	certain (masc. sing.)	وره ه معین	
۲	junior (masc. pl nominative)	نَاشِئُونَ	ن	٤١	certain (fem. sing.)	ورعاره معينة	
۲	junior (masc.pl. genitive)	نَاشِئينَ		**	corruptors (masc. pl. accusative)	مُفْسِدِينَ	

Page	Meaning	Word	Letter	Meaning	Word	Letter
۲,	he distributed	ۅؘڒٞۼ	1 4 %	useful (masc. sing.)	نَافِتعٌ	
۲	(the colours) were applied	وزٌ عَت	٤٨١	prose	ره مع نشر	}
1 44	you (fem. pl.) distributed	وزَّ عَتُنَّ	\ \V *	carpenter	نَجَّارُ	
74	they (fem.) distributed	ۅؘڒٞڠڹؘ	٨٧	he succeeded	نَجَحَ	
٤٩	rhythm	ۅؘۯ۫ڹؙ	٤٠)	sculpture	نَحْتُ	
١	it (fem.) was	وُضِعَتْ	. Ve	material (cloth)	نَسِيجٌ	
17	country	وَ طَنَّ	۳۰	they (masc.) spread (past)	نَشَرُوا	
۲٥	offices	وَظَائِفُ	۱ ۸۰	bits of advice	نَصَائِحُ	
۱۷	abundant (masc. sing.)	وَفيرٌ		we fish	نَصْطَادُ	
١٦	fuel	وَقُودٌ	٧٤	clean (imperative dual)	نَظِّهَا	} }
۳۷	it (masc.) consists (of)	يَتَكَوَّنُ	۷۳ ک	clean (imperative fem. sing.)	نَظِّهِي نَظِّمِي	
۳٦	it (masc.)	يَتَهَاوَنُ	\ *	put in order (imperative-fem. sing.)	نَظِّمِي	
۲.	he is ignorant of	يَجْهَلُ	٤١	something like	نظمِی نظیر	
44	it (masc.) requires	يَحْتَاجُ	YM	yourself (masc. sing.)	نَفْسُكُ	
١٦	it (masc.) goes	 يَدْخُلُ	10	precious (masc. sing.)	نَفِيسٌ	} }
٥٦	they (fem. pl.)	يُدَرِّسْنَ يُدَرِّسْنَ	9	day (opp. night)	نَهَارٌ	}
/ AY	it (masc.) over- takes you	يُدْرِكُكُمْ	٥٥	rise, renaissance	نهضة	
7 8	(masc. pl.) he knows	یَدْرِی	77	by yourself (fem.)	وَحْدَكِ	و

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٤١	it sees	لْهُهُد		٣٩	it (masc.) is stationed	يُرَابِطُ	
00	they (fem.) cook	يَطْبُخْ <i>ن</i> َ		٥٥	they (fem.) arrange	وریره پرتبن	
٥٧	they (fem.) treat	يُعَالِجْنَ		* 44	it (masc.) repels	روء پرد	
٤١	he expresses	ورء يعبر	1	۲۸	he fails	ر ه پرهب	
۲٠	it is exhibited	وه رو پيعرض		4	he paints	ر دو ا ^و پروستم	
۸۲	he knows it (masc.)	يَعْلَمُهُ		! ٤ \	he wants	، يُرِيدُ	
۸۱	they (masc. dual) work	يَعْمَلَانِ		**	it (masc.) uses	يَسْتَخْدِمُ	
٥٦	they (fem.) work (masc.)	يَعْمَلْنَ		17	it (masc.) is used	يُسْتَخْدَمُ	
۳۰	they were (not) unaware of it (masc.)	(لَمْ) يَغِبُ عَنْهُمُ	}	YE	it (masc.) makes you happy	يُسْعِدُكُ	
٥٥	they (fem.) wash	يَغْسِلْنَ		۳۷	it (masc.) rescues	يُسْعِفُ	
٤٢	do (not) forget (masc. sing.)	(لَا)يَفُتْكَ	}	۷٥	they (fem.) help	يُسْعِفْنَ	
٧.	(painters) are appreciated	يُقُدُّرُ		٣٧	it (masc.) plays part	يسهم	
		(الْمُصَوَّرُونَ)		٣٦	it (masc.) participates	يُشَارِكُ	
٥٦	it (masc.) is confined (to)	يَقْتُصِرُ (عَلَى)		٥٦	they (fem.)take	يُشَارِكُنَ	
٥٦	they (fem.) present	يُقَدُّهُنَ		٤١	(people)	يُشَاهِدُهَا	
٣٧	it (masc.) fights against	يُكَافِحُ			see them	(النَّاسُ)	
٤٨	they (masc.) write	يَكْتُبُونَ		0	they (fem.)	يَشْتَرِكُنَ	
۸۱	(eggs) increase (in number)	بَكْثُرُ (الْبَيْضُ)		٥٦	they (fem.) hold (offices)	يَشْغَلْنَ	

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Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٨٢	it (masc.) is useful	يَنْفَعُ		٤٨	they (dual) make	يُكَوِّنَانِ	
٦٤	it (masc.) is useful to you (masc pl.)	يَنْفَعُكُمْ		٤٩	they (masc.) observe (subjunctive)	(أَنْ) يَلْتَزِمُوا	
٤٨	it (masc.) is divided into	يَنْقُسِمُ		۲	it (masc.) is represented	يُمَثَّلُ	
٤٨	they (masc.) are divided into	يَنْقَسِمُونَ		٤٠	it represents	يُمثِّلُ	:
٣٠	(the Arabs) rise	يَنْهَضُ. (الْعَرَبُ)			the excellent ones are granted	يُمْنَحُ (الْمُتَفَوِّقُونَ)	
00	they (fem. pl.) make progress	يَنْهَضْنَ		٨٢	he succeeds	ره ر و پنجخ	
٤١	he neglects	يَهْمِلُ		٤٠	he carves	بُنْحتُ	
		يُوَافِقُ (النَّاسُ) مُوَّافِقُ (النَّاسُ)		٤٠	it (masc.) is	ره کو پُنځت	
۳۷	it (masc.) punishes	يودب ا		٧٤	it (masc.) is cooked	يَنْضَجُ	
۳۱	the Greeks	ا ٱلْيُونَانُ		00	they (fem.) clean	يُنَظِّفْنَ	

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BOOK TWO-PART 4

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الكتاب الثانى الجزء الرابع

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اَلدَّرْسُ الثَّانِي وَالتَّسْعُونَ Lesson Ninety - Two



The Pleasant Guest

اِسْتَضَافَ رَجُلٌ صَدِيقاً فِي بَيْنِهِ .

A man played host to a friend in his house.

وَكَانَ عَلَى مَائِدَةِ الْعَشَاءِ بَطَّةٌ سَمِينَةٌ .

There was a fat duck on the supper table.

قَالَ الرَّجُلُ لِضَيْفِهِ مُدَاعِباً:

The man said playfully to his friend,

« اِقْسِمْ بَيْنَنَا الْبَطَّةَ . »

"Divide the duck among us."

ضَحِكَ الرَّجُلُ وَقَالَ :

The man laughed and said,

« هَلْ تَقْبَلُونَ قِسْمَتِي ؟ »

" Will you accept the way I divide?"

قَالُوا جَمِيعاً : « نَعَمْ ، نَقْبَلُ قِسْمَتَكَ . »

All of them said, "Yes, we accept your way of dividing."

قَطَعَ الضَّيْفُ رَأْسَ الْبَطَّةِ ، وَقَدَّمَهَا لِصَدِيقِهِ قَائِلاً : ٠٠

The guest cut the head of the duck off and presented it to his friend saying,

* هَذه الْأُسْرَةُ أَنْتَ رَأْسُهَا ، فَلَكَ الرَّأْسُ . *

"You are the head of this family; therefore you get the head (of the duck)."

· وَقَدُّمَ جَنَاحَيْهَا لِوَلَدَى الرَّجُلِ قَائِلاً:

He presented the two wings to the man's two sons saying,

« أَنْتُمَا الْجَنَاحَانِ ، فَالْجَنَاحَانِ لَكُمَا . »

"Your are the two wings (of the family); therefore you get the two wings."

وَقَدُّمَ سَاقَيْهَا لِبِنْتَىِ الرَّجُلِ قَائِلاً:

He presented the two legs to the man's two daughters saying,

« أَنْتُمَا السَّاقَانِ ، فَالسَّاقَانِ لَكُمَا . »

"You are the two legs (supporting the family); therefore you get the two legs."

He gave the hind part to the man's wife, and laughingly said to her,

"This is for you. The hind part is for the old woman.

The rest of the duck is for me."

وَفِي الَّلَيْلَةِ التَّالِيَةِ أَعَدَّتْ رَبَّةُ الْبَيْتِ خَمْسَ دَجَاجَاتٍ .

The following night the housewife prepared five chickens.

قَالَ رَبُّ الْبَيْتِ لِضَيْفِهِ

The master of the house said to his guest,



« هَذِهِ خَمْسُ دَجَاجَاتٍ ، اِقْسِمْهَا بَيْنَنَا . »

"Here are five chickens. Divide them among us."

ضَحِكَ الرَّجُلُ وَقَالَ :

The man laughed and said,

1

« عِنْدِي قِسْمَةٌ زَوْجِيَّةٌ ، وَقِسْمَةٌ فَرْدِيَّةٌ ، وَلَكُمُ الْخِيَارُ . »

" I can divide them evenly or oddly, and you have the choice."

They said, "We want the odd division."

The guest said to the master of the house,

" You, your wife and a chicken make three.

Your two sons and a chicken make three.

Your two daughters and a chicken make three.

I and two chickens make three."

They all laughed at this division.

Then the guest divided the chickens fairly,

and they passed their evening pleasantly.

GRAMMATICAL NOTES

هَلْ تَقْبَلُونَ قِسْمَتِي . بَاقِي الْبَطَّةِ لِي . 1

The pronominal suffix (اَلْيَاءُ) is suffixed to the noun (الله) in the first sentence, and to the preposition (الله) in the second. This pronominal suffix refers to the first person singular, and is therefore called the (الله) of the speaker (الله).

1 نَقْبَلُ قِسْمَتَكَ . لَكَ الرَّأْسُ . 1 هَذَا لَكِ . هَذَا لَكِ .

The pronominal suffix (فَانَ) is suffixed to the noun (فَنْمَتُ) in the first sentence, and to the preposition (اَلَّلَامُ) in the second. This pronominal suffix refers to the second person masculine singular and is therefore called (كَافُ الْمُخَاطَب).

In the third sentence the pronominal suffix (عَالُ) is suffixed to the preposition (اَللَّامُ). This pronominal suffix refers to the second person feminine singular and is therefore called (كَافُ الْمُخَاطَبَة).

دَعَا رَجُلٌ صَدِيقَهُ . هَذه الْأَسْرَةُ أَنْتَ رَأْسُهَا .

In the first sentence the pronominal suffix (هُ) is attached to the noun (صَديق) . This suffix refers to the third person masculine singular (رَجُلُ)

and is therefore called (ضَمِيرُ الْغَائبِ) .

In the second sentence the pronominal suffix (هَا) is attached to the noun (رَأْسُ). This suffix refers to the third person feminine singular and is therefore called (ضَمِيرُ الْعَائِيةِ).

In the sentence (قَالَ لَهُمَّا) the pronoun (هُمَا) is suffixed to the preposition (هُمَا). The pronoun (هُمَا) refers to the third person dual, whether masculine or feminine.

In the sentences (الْجَنَاحَانِ لَكُمَا) and (السَّاقَانِ لَكُمَا) the pronominal
* suffix is (اكُمَا) . This pronoun refers to the second person dual, whether
masculine or feminine.

In this sentence the pronominal suffix (الله) is attached to (بَيْنَ). This pronoun refers to the first person plural.

The pronominal suffix () refers to the second person masculine plural, but the pronominal suffix () refers to the second person feminine plural as in:

قَضُوا لَيْلَتَهُمْ فِي سُرُورٍ .

The pronoun (مُكِنَّةُ), suffixed to the noun (كُنْتُةُ), refers to the third person masculine plural. The third person feminine plural is referred to by the pronoun (مُنْتُهُ) as in:

لَبِسَتِ النِّسَاءُ ثِيَابَهُنَّ .

(The women put on their clothes)

Table of pronouns suffixed to nouns and particles

Third person feminine	Third person Third person masculine masculine	Second person feminine	Second person Second person masculine Masculine	الْمَا لَنَا لَنَا لَا First person الْمَا لِنَا لَنَا لَا اللهِ First person (both genders) المجالية المنا لله	
Third person feminine	Third person masculine	Second person feminine کتابک لک	Second person masculine کتابلک لک	کتابی لی First person (both genders) (my book is for me)	C. L. G. Salan

غرينات EXERCISES

1. Underline the pronominal suffixes and indicate the kind of each:

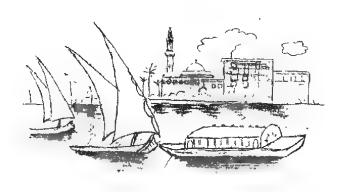
2. Indicate the pronominal suffixes showing the kind of each:

3. Fill in the blanks with suitable pronominal suffixes:

أَنْتَ كَتَبْتُ رِسَالَةً لِعَمِّكَ .

Address this sentence to the dual, to the masculine plural, and then to the feminine plural.

اَلدَّرْشُ الثَّالِثُ وَالتَّسْعُونَ Lesson Ninety-Three



النِّيلُ الْخَالِدُ The Eternal Nile

كَانَ النَّاسُ قَدِيماً يَجْهَلُونَ مَنَابِعَ النِّيلِ ، In ancient times people did not know where the sources of the Nile were.

وَيَظُنُّونَ أَنَّهُ يَنْبُعُ مِنَ السَّمَاءِ .

They thought that it sprang from heave

وَفِي الْقَرْنِ الْمَاضِي كُشِفَتْ مَنَابِعُهُ الْمَجْهُولَةُ ، Last century its unknown sources were discovered.

وَهِيَ بُحَيْرَاتٌ ثَلَاثٌ عَظِيمَةٌ فِي أَوَاسِطِ إِفْرِيقِيَّةً . They are three great lakes in the centre of Africa.

وَيَتَّصِلُ بِالنِّيلِ رَافِدَانِ كَبِيرَانِ : السُّوبَاطُ وَالنِّيلُ الْأَزْرَقُ . Two large tributaries flow into (join) the Nile : the Subat and the Blue Nile.

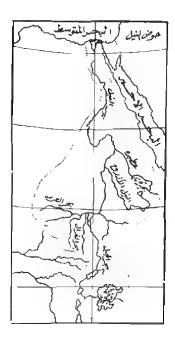
وَيَتَّصِلُ بِهِ رَافِدٌ صَغِيرٌ هُوَ عَطْبَرَةُ .

A small tributary also flows into it; it is the Atbara.

وَهَذِهِ الرَّوَافِدُ الثَّلَاثُ تَنْبُعُ مِنْ جِبَالِ الْحَبَشَةِ . These three tributaries spring from the mountains of Ethiopia.

The Nile runs through the great desert

they are the Rosetta and Damietta branches.



An ancient civilization developed in the Nile Valley;

its remaining monuments are witness to its greatness.

رَقَدُ اعْتَرَفَ الْمِصْرِيُّونَ الْأَقْدَمُونَ بِفَضْلِ النِّيلِ ، The ancient Egyptians recognized the favours of the Nile;

فَأَقَامُوا لَهُ الاِحْتِفَالَاتِ الرَّائِعَةَ كُلَّ عَامٍ . they used to hold wonderful celebrations in its honour each year.

وَقَدْ أُقِيمَتْ عَلَى مَجْرَى النَّيلِ السُّدُودُ الْعَظِيمَةُ ، Great dams have been built across the Nile,

لحفظ مياه الْفَيَضَانِ وَالْإِنْتِفَاعِ بِهَا طُولَ الْعَامِ . to preserve the water of the flood and make use of it all the year round.

وَأَهُمُّ تَلُكَ السُّلُودِ سَدُّ أُسُوانَ وَالسَّدُّ الْعَالِي . The most important of these dams are the Aswan Dam and the High Dam.

هَذَا هُوَ النُّيلُ أَطْوَلُ أَنْهَارِ الدُّنْيَا .

That is the Nile, the world's longest river

وَوَادِيهِ يَمْتَازُ بِالْخِصْبِ وَالرَّخَاءِ .

Its valley is known for its fertility and abundance

GRAMMATICAL NOTES

ٱلْمُلاحَظَاتُ النَّحْوِيَّةُ

يَصُبُّ النِّيلُ فِي الْبَحْرِ الْمُتَوَسِّطِ .

In this sentence the word (الْمُتَوَسِّطِ) follows the word (الْبَحْرِ) and qualifies it.

Note that both the adjective and the qualified noun are definite masculine singular nouns. Note also that both are in the genitive case indicated here by

فِي وَادِي النِّيلِ نَشَأَتْ حَضَارَةٌ عَرِيقَةٌ .

In this sentence the noun(حُضَارَةٌ) is qualified by the adjective (عَرِيقَةٌ).

Both are indefinite feminine singular nouns in the nominative case indicated here by (اَلْفُسَةُ).

يَتَّصِلُ بِالنِّيلِ رَافِدَانِ كَبِيرَانِ .

In this sentence the noun(رَافَدَان) is qualified by the adjective (كَبِيرَ ان). Both are indefinite masculine dual nouns in the nominative case indicated here by

(اَلْأُلُفُ) .

اِعْتَرَفَ الْمِصْرِيُّونَ الْأَقْدَمُونَ بِفَضْلِ النِّيلِ.

In this sentence the noun الْأَقْدُمُونَ is qualified by the adjective الْمُصْرِيُّونَ Both are definite masculine plural nouns in the nominative case indicated here by

(اَلُوالُو).

أُقِيمَتْ عَلَى مَجْرَى النِّيلِ السُّدُودُ الْعَظِيمَةُ .

In this sentence the noun(الْعَظِيمَةُ) is qualified by the adjective (الْعَظِيمَةُ).

Note that the word السَّدُودُ is the broken plural form of the singular

Note also that the adjective (أَلْعَلَىٰ) is a feminine singular.

This indicates that a non-human broken plural is qualified by a feminine singular adjective. Both the qualified noun and the adjective are in the nominative case indicated here by (أَلْفَىنَهُ)

In Arabic the adjective always follows the qualified noun and agrees with it in:

- (a) definiteness or indefiniteness,
- (b) gender (masculine or feminine),
- (c) number (singular, dual or plural),
- (d) case (nominative, accusative or genitive).

غرينات EXERCISES

1. Indicate the adjective and the qualified noun in each of the following sentences showing the aspects of agreement between them:

- (١) كُشِفَتِ الْمَنَابِعُ الْمَجْهُولَةُ لِلنِّيلِ .
 - (ب) يُتَّصِلُ بِالنِّيلِ رَافِدٌ صَغِيرٌ .
- (ج) تَسْقُطُ الْأَمْطَارُ الْغَزِيزَةُ عَلَى جِبَالِ الْحَبَشَةِ .
- (د) قُرْبَ الْمَصَبِّ يَتَفَرَّعُ النِّيلُ إِلَى فَرْعَيْنِ كَبِيرَيْنِ .
 - (ه) أَفَامَ الْمِصْرِيُّونَ لِلنِّيلِ الإحْتِفَالَاتِ الرَّاتِعَةَ .
- 2. Fill in the blank spaces with suitable adjectives chosen from those in brackets:

(وَاسِعَةً _ مَاهِرُونَ _ الصَّحِيحَ _ مُنَسَّقَةً _ الْيَابَانِيَّةِ _ نَشِيطَاتُ)

- (١) تَعَلَّمَ مَاجِدٌ وَفَاطِمَةُ النُّطْقَ
 - (ب) نَسْتَرِيحُ فِي الْحَدِيقَةِ
- (ج) فِي مَصَانِع ِ خُلْوَانَ عُمَّالٌ ، وَفِيهَا عَامِلَاتُ
 - (د) فِي خُلْوَانَ شَوَارِعُ وَحَدَائِقُ
- 3. Fill in the blank spaces with suitable qualified nouns chosen from those in brackets (Revise Lesson 58):

(أَشْجَارً _ مَقَاعدُ _ مَشْتًى _ تَمَاثيلُ _ مَقْعَدَيْن)

- (١) فِي الْحَدِيقَةِ . . . مُرِيحَةٌ ، و . . . بَدِيعَةٌ ، و . . . ظَلِيلَةٌ .
 - (ب) جَلَسَ الصَّدِيقَانِ عَلَى مُرِيحَيْنِ .
 - (ج) خُلُوانُ . . . جَميلٌ .

4. Use each of the words in column (a) as a qualified noun followed by a suitable adjective chosen from the words in column (b):

(ب)	(1)
مَعْدنِيَّةً	طَالِبَاتٌ
مَاهِرَانِ	أُمْطَارُ
مُجْتَهِدَاتٌ	فَلَّاحُونَ
نَشِيطُونَ	مياهً
غَزيرةً	مُجَلِّدَان

اَلدَّرْشُ الرَّابِعُ وَالتَّسْعُونَ

Lesson Ninety-Four



The Cinema

ذَهَبَ مَاجِدٌ وَعَاصِمٌ إِلَى صَدِيقِهِمَا نَبِيلٍ.

Maged and Assem called on their friend Nabil.

إَسْتَقْبُلَ نَبِيلٌ مَاجِداً وَعَاصِماً مَسْرُوراً ،

Nabil welcomed Maged and Assem with pleasure,

وَأَجْلَسَهُمَا فِي خُجْرَةِ الْجُلُوسِ .

and led them to the sitting-room.

ثُمَّ قَالَ لَهُمَا:

Then he said to them,

مَاذَا تُحبَّان أَنْ تَشْرَبَا ؟

"What would you like to drink?

هَلْ تَشْرَبَانِ قَهْوَةً أَوْ شَاياً أَوْ عَصِيرَ فَوَاكِهَ ؟

Would you like to drink coffee, tea or fruit juice?"

قَالَ مَاجِدٌ :

Maged said,

نَحْنُ فِي الصَّيْفِ ؛ أَنَا أَفَضًّلُ عَصِيرَ الْفَوَاكِهِ . " We are in summer; I prefer to have some fruit juice."

قَالَ نَبِيلٌ : وَأَنْتَ يَاعَاصِمُ مَاذَا تُحِبُّ ؟

Nabil said, "And you Assem, what would you like to have?

قَالَ عَاصِمٌ:

Assem said,

أُحِبُّ عَصِيرَ الْفَوَاكِهِ مِثْلَ مَاجِدٍ . "I like to have some fruit inice like Maged."

قَدَّمَ نَبِيلٌ عَصِيرَ الْفَوَاكِهِ لِمَاجِدٍ وَعَاصِمٍ . Nabil gave (some) fruit juice to Maged and Assem.

قَالَ مَاجِدٌ وَهُوَ يَشْرَبُ عَصِيرَ الْفَوَاكِهِ :

Maged said while he was drinking the fruit juice,

نُحِبُّ أَنْ نَسْهَرَ اللَّبْلَةَ مَعاً . إِلَى أَيْنَ نَذْهَبُ ؟

"We would like to spend the evening together. Where shall we go

قَالَ نَبيلُ :

Nabil said,

"Let's go this evening to the cinema or the theatre."

قَالَ عَاصِمٌ:

Assem said.

لَمْ أَدْخُلِ السِّينِمَا مُنْذُ مُدَّة . هَيَّا إِلَى السِّينِمَا . "I have not been to the cinema for some time; let's go to the cinema."

The (three) friends went out (of the house

Assem went out, then Maged, and then Nabil.

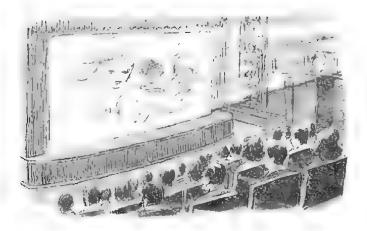
At the booking-office Nabil stepped forwards,

and bought three tickets.

They walked into the cinema and the usher welcomed them

He seated Nabil, then Maged, and then Assem, according to their seat (ticket) numbers.

They saw the newsreel and then the cartoons,



ثُمَّ إِعْلَاناً عَنِ الْعَرْضِ الْقَادِمِ .

then a trailer of the forthcoming attraction.

ثُمَّ أُضِيئَتِ الْأَنْوَارُ .

Then the lights were turned on.

وَبَعْدَ فَتْرَةِ الرَّاحَةِ عُرِضَ فِيلْمٌ مُضْحِكٌ.

After the intermission a comic film was shown.

أَخَذَ مَاجِدٌ يَنْظُرُ وَيَضْحَكُ .

Maged watched and laughed.

وَأَخَذَ عَاصِمٌ يَنْظُرُ وَيَضْحَكُ .

Assem watched and laughed.

وَأَخَذَ نَبِيلٌ يَنْظُرُ وَيَضْحَكُ .

Nabil watched and laughed.

وَانْتَهَى الْعَرْضُ ، فَخَرَجَ الْأَصْدِقَاءُ مَسْرُورِينَ .

The attraction came to an end and the (three) friends went out happily.

الْمُلَاحَظَاتُ النَّحْوِيَّةُ

Note that the coordinated to here (a) is in the nominative case because it is the subject. The coordinated (a) is also in the nominative case; the coordinated to and the coordinated agree in case.

In this sentence (اَلُوَاوُ) is the coordinating conjunction, (أَعَاصِماً) is the coordinated to, and (عَاصِماً) is the coordinated.

Note that the coordinated to is in the accusative case because it is the object. The coordinated is also in the accusative case; the coordinated to and the coordinated agree in case.

In this sentence (اَلُوَاوُ) is the coordinating conjunction, (مَاجِدِ) is the coordinated to, and (عَاصِم) is the coordinated.

Note that the coordinated to is in the genitive case because it is preceded by

the preposition () . The coordinated is also in the genitive case; the coordinated to and the coordinated agree in case.

(ٱلْوَاوُ) is the coordinating conjunction, the verb (ٱلْوَاوُ) is the coordinated to and the verb (يَضْحَكُ) is the coordinated. The two verbs agree in mood; both are in the indicative mood.

In this sentence the coordinating conjunction is (عَاصِم), the coordinated to is (عَاصِم) and the coordinated is (عَاصِم). The coordinated to and the coordinated agree in case; both are in the nominative case.

Note that, like (اَلْوَاوُ), the coordinating conjunction (اَلْوَاوُ), indicates a joint action : (مَاجِدٌ) and (مَاجِدٌ) took part in the action of going out.

However, (الْفَالُ) adds a new meaning, for it indicates direct sequence (عَاصِمُ , i. e. (عَاصِمُ) went out first and then (مَاجِدُ) went out immediately after him.

In this sentence (رُجُرِيكَةُ الْأُخْبَارِ) is the coordinating conjunction, (الصَّورَ) is the coordinated to, and (الصَّورَ) is the coordinated. The coordinated to and the coordinated agree in case; both are in the accusative case indicated here by (الْفُتْحَةُ).

Note that (ثُمَّ), like (الْفَاءُ) and (الْفَاءُ), indicates coordination. Like (الْفَاءُ), it also indicates sequence, but the sequence here is not immediate as in the case of (الْفَاءُ); the newsreel was watched and then (i. e. after

some time) the cartoons were shown. Thus (ثُمُّ) indicates retarted sequence (اَلتَّرْتِيبُ مَعَ التَّرَاخِي) .

In this sentence (اَّوُ أَوُ أَنَّ is the coordinating conjunction, (الْوَالِيَّ is the coordinated to, and (الْمَالِيَّ) is the coordinated. The coordinated to and the coordinated agree in case; both are in the accusative case indicated here by (الْفَاتُحَدُّ). Note that (الْفَاتُحَدُّ) indicates choice.

8. (a) The following are some of the coordinating conjunctions in Arabic:

(indicates simple coordination مُطْلَقُ الْجَمْعِ (indicates coordination + immediate sequence) : الْفَاءُ (indicates coordination + retarded sequence) : مُثَمَّ أَوْ (indicates choice)

(b) A noun may be coordinated to another noun; a verb may also be coordinated to another verb.

The noun or verb preceding the conjunction is called the coordinated to; the one that follows it is called the coordinated.

(c) The coordinated always agrees with the coordinated to in case or mood.

قرينات EXERCISES

1. Indicate the coordinated, the coordinated to, and the coordinating counjunction in the following sentences:

ب _ أَجْلَسَ عَامِلُ الْمَقْعَدِ نَبِيلاً ، فَمَاجِداً ، فَعَاصِماً .

ج _ أُطْفِئَتِ الْأَذْوَارُ وَبَدَأَ الْعَرْضُ .

د _ رَأُوا الصُّورَ الْمُتَحَرِّكَةَ ، ثُمَّ إِعْلَاناً عَنِ الْعَرْضِ الْقَادِمِ .

2. Fill in the blank spaces with suitable coordinating conjunctions :

ب _ كُلْ تُفَّاحاً مَوْزاً .

د _ دَخَلُوا السِّينِمَا اسْتَقْبَلَهُمْ عَامِلُ الْمَقَاعِدِ .

3. Fill in each of the blank spaces with a suitable coordinated noun and mark its case ending:

4. Fill in each of the blank spaces with a suitable coordinated to and mark its case ending.

ا سَ الْسَعْمَلْتُ فِي الْأَكْلِ . . . وَالشَّوْكَة .
 ب - نَرْكَبُ أو السَّبَّارَة .
 ج - وَالْأُمُّ يُحِبَّانِ أَبْنَاءَهُمَا .
 د - وَالْقَدُومُ مِنْ أَدَوَاتِ النَّجَّارِ .

اَلدَّرْشُ الْخَامِسُ وَالتِّسْعُونَ



The Holy Koran

يَقْرَأُ الْمُسْلِمُونَ كَلَامَ اللهِ : الْقُرْآنَ الْكَرِيمَ .

Moslems recite the word of God: the Holy Koran.

أُنْزِلَ الْقُرْآنُ عَلَى خَاتَم النَّبِيِّينَ : مُحَمَّدٍ (صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ) .

The Koran was revealed to the last of the prophets: Muhammad (May God bless and greet him).

فِي الْقُرْآنِ الْكَرِيمِ مِائَةٌ وَأَرْبَعَ عَشْرَةَ سُورَةً .

In the Holy Koran there are one hundred and fourteen suras

أُنْزِلَتُ بَعْضُ الشُّورِ عَلَى النَّبِيِّ فِي الْبَلْدَةِ الَّتِي نَشَأً فِيهَا : مَكَّةَ .

A number of suras were revealed to the Prophet in the town where he grew up Mecca .

The rest of the suras were revealed to him in the town to which he emigrated: Medina.

In Mecca there is the House of God: the Ka'bah.

In Medina there is the Prophet's Mosque where he was buried

The first sura in the Koran is the Preface.

The first sura: the Preface is recited in every prayer

Moslems implore God in every prayer saying

"Guide us in the right path, the path of those Thou art gracious to; not of those Thou art wroth with; nor of those who err."

We find this prayer at the end of the Preface.

Salim said to his son Nabil and his daughter Nihad,

أَ كُثِرًا مِنْ قِرَاءَةِ الْقُرْآنِ ، فَهُوَ كَلَامٌ عَرَبِيٌّ مُبِينٌ ، يُقَوِّمُ اللَّسَانَ وَيَهْدِ يكُمَا فِي أُمُورِ دِينِكُمَا : الْإِسْلَامِ الْحَنِيفِ .

"You should frequently recite the Koran, for it is clear Arabic speech, which straightens the tongue and guides you in matters of your religion: the orthodox Islam."

اَلْمُلَاحَظَاتُ النَّحْوِيَّةُ

1. يَقْرَأُ الْمُسْلِمُونَ كَلَامَ الله : الْقُرْآنَ الْكَرِيمَ .

In this sentence the noun (الْقُرْآنَ) is identical with (كَلَامَ الله) in meaning and can replace it. Thus we can also say :

يَقْرَأُ الْمُسْلِمُونَ الْقُرْآنَ الْكَرِيمَ

(اَلْقُرْآنَ) is the substitute (اَلْبَدَلُ) and (اللهُوْآنَ) is the substituted for (اللهُوْدَلُ مِنْهُ) .

Note that (كَلَامَ) is in the accusative case because it is a direct object; the accusative case is here indicated by (اَلْقَرُ آنَ). The substitute (اَلْقَرُ آنَ) is also in the accusative case indicated here by (اَلْفَتْحَةُ).

(الْكَعْنَةُ) is the substitute and (الْكَعْنَةُ) is the substituted for .

Note that (اَلْنَعْنَةُ) is in the nominative case because it is a retarded sinject; the nominative case is here indicated by (الْكُعْنَةُ) . The substitute (الْكُعْنَةُ) .

(مُحَمَّد) is the substitute and (الْمُحَمَّد) is the substituted for.

Note that (خَاتَم النَّبِين) is in the genitive case because it is preceded by the preposition (عَلَى); the genitive case is here indicated by (عَلَى). The substitute (مُحَمَّد) is also in the genitive case indicated here by (مُحَمَّد)

4. The substitute and the substituted for agree in case.

غرينات EXERCISES

I. Fill in the blank spaces with suitable substitutes and underline the substituted for:

2. Fill in each of the following blank spaces with a suitable substituted for and underline the substitute in each sentence:

3. Underline the substitute and the substituted for indicating their agreement in case :

4. Fill in each of the following blank spaces with a suitable substitute chosen from those in brackets:

(سَلَّةِ - الصَّيْفَ - الرَّبِيعَ - الْإِسْكَنْدَرِيَّةِ)

ا - أُحِبُّ فَصْلَ الْأَزْهَارِ

ب - قَضَيْتُ الصَّيْفَ فِي أَجْمَلِ مَصِيفٍ

ج - رَمَيْتُ الْوَرَقَةَ فِي السَّلَّةِ الْمُهْمَلَاتِ الْمُهْمَلَاتِ لَا أُحِبُّ فَصْلَ الْحَرِّ الشَّدِيدِ

الدَّرْشُ السَّادِسُ وَالتَّسْعُونَ



تُقَامُ الْأَسْوَاقُ فِي الْقُرَى.

Markets are held in villages.

وَلِكُلِّ قَرْيَةٍ يَوْمٌ فِي الْأُسْبُوعِ تَقَامُ فِيهِ السُّوقُ . Each village has a day in the week when the market is held.

تُقَامُ السُّوقُ فِي مَكَانٍ فَسِيحٍ مِنَ الْقَرْيَةِ . The market is held in a big place in the village.

وَفِي السُّوقِ أَقْسَامٌ مُخْتَلِفَةٌ :

The market has several sections:

a section for cattle, a section for cereals, a section for vegetables,

a section for textiles, a section for house utensils.

a section for agricultural equipment, and a section for children's toys.

A woman farmer went out to the market; her husband was with her.

The husband put an 'irdabb' of wheat on his donkey.

The wife carried two 'keilas' of maize and a 'kadah' of rice on her head,

and held in her hand a pair of hens

At the market the husband sold what he had,

and the wife sold what she had.

The husband said to his wife,

"What do we need to buy at the market?"

قَالَت الزُّوْجَةُ :

The wite said,

" Ibrahim needs five metres of cloth.

Fatımah needs four metres of silk.

We need for our household a pound of pepper,

a 'kadah' of salt and a kilo of potatoes.

The husband bought what the children and the house needed.

Then he bought himself a hoe and a sickle

He bought his little son a whistle.

He went back home with his wife satisfied.

He sold what he could do without, and bought what he needs.

وَضَعَ الزُّوْجُ عَلَى حِمَارِهِ إِرْدَباً قَمْحاً .

The noun (ارْدَباً) is a measure of capacity. The noun (ارْدَباً) specifies it indicating that the thing measured is wheat and not anything else.

So(التَّمْيِيزُ) is called the specifying noun(إِرْدَبًا) and(إِرْدَبًا) the specified noun (اَلْمُمَيْزُ) .

Note that the specifying noun is in the accusative case indicated by

يَلْزَمُ لِإِبْرَاهِيمَ خَمْسَةُ أَمْتَارٍ نَسِيجاً .

The noun (مَثْرً) is the plural form of the noun (مَثْرً) which is a measure of length. The noun (نَسِيجاً) specifies it. Note that the specifying noun is in the accusative case indicated by (اَلْفَتْحَةُ).

The noun (رطّل) is a measure of weight specified by the word (عُلْفُلُا).

Note that the specifying noun is in the accusative case indicated by (عَلْفَتْحَةُ).

4.

Nouns of capacity, length (space) or weight may be specified by a following noun. This noun is always in the accusative case.

In the following lesson you will learn another kind of specification: the specification of number.

غربنات EXERCISES

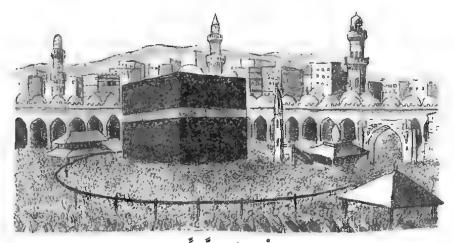
1. Indicate the specifying and specified nouns in each of the following sentences:

2. Fill in each of the following blank spaces with a suitable specifying noun chosen from those in brackets:

3. Fill in each of the following blank spaces with a suitable specified noun:

4. Use the specifying and specified nouns in brackets in complete sentences:

اَلدَّرْشُ السَّابِعُ وَالتَّسْعُونَ Lesson Ninety - Seven



مِنْ سِيرَةِ النَّبِي

From the Biography of the Prophet

وُلِدَ مُحَمَّدٌ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ فِي مَكَّةَ بِالْحِجَازِ عَامَ خَمْسِمِاتَةٍ وَسَبْعِينَ بَعْدَ الْمِيلَادِ (٥٧٠ م) .

Muhammed (may God bless and greet him) was born in Mecca in the Hejaz in the year five hundred and seventy A. D. (570 A. D.)

وَكَانَ أَبُواَهُ مِنْ بَنِي هَاشِم مِنْ قَبِيلَة قُرَيْش. His parents belonged to the clan of Bani Hashem of the tribe of Quraish.

مَاتَ أَبُوهُ عَبْدُ اللهِ بْنُ عَبْدِ الْمُطَّلِبِ ، وَهُوَ فِي بَطْنِ أُمِّهِ آمِنَةَ بِنْتِ وَهْبِ .

His father, Abdullah the son of Abdul-Muttalib, died while he (the prophet) was in the womb of his mother Aminah, the daughter of Wahb.

When he was six years old, his mother died, and his grandfather Abdul-Muttalib, the son of Hashem, took charge of him.

When he was eight years old, his grandfather died, and his uncle, Abu-Talib, took charge of him.

In his youth, the prophet worked as shepherd and merchant

When he was twenty-five years old, he married Khadijah, the daughter of Khuwailid.

The Prophet used to worship (God) in the cave of Hira' outside of Mecca for one month each year.

The Prophet was revealed to in Hira' when he was forty years old.

That was on the Night of Judgement in the month of Ramadan.

God (may He be exalted) says (Surah of Judgement, verses 1-3):

"Verily, we sent it down on the Night of Judgement. And what shall make thee know what the Night of Judgement is? The Night of Judgement is better than a thousand months."

The Prophet called Quraish to Islam for more than ten years.

When the misbelievers' harm increased he and his companious emigrated to Medina in the year six hundred and twenty-two A.D. (622 A.D.)

The Hijra (Emigration) marked the beginning of the spread of Islam in the Arabian peninsula and then all over the world.

In each of these sentences the counted (اَلْمَعْدُودُ) or the specification of number (تَمْسِيزُ الْعَدَد) is a plural in the genitive case. This case is indicated by (الْكَسْرةُ) in the first and third sentences because the noun (الْكَسْرةُ) in each is a sound feminine plural, and by (الْكَالُونُ) in the second sentence because the noun (سَنِينَ) is treated as a sound masculine plural.

Rule: Numerals from three to ten (3-10) require a specification of number in the plural form and the genitive case.

2. When the specification of number is the numeral one hundred (عُلْمَانُهُ) it does not follow the above-mentioned rule; (عُلْمَانُهُ) must occur in the singular form as in the following sentences:

in the first sentence and (سَتُّ in the first sentence and (سُتُّ in the second is (مَانَّة) which is singular and in the genitive case indicated by (مَانَّة). It is wrong to use the plural (مَانَّة) in such cases; one should not say: مَثَات ، سَتُّ مِثَات ، سَتُّ مِثَات .

(۱) بَلَغَ خَمْساً وَعِشْرِينَ سَنَةً .
 (ب) عُمْرُهُ أَرْبَعُونَ عَاماً .

The specification of number in each of these two sentences is a singular in the accusative case indicated by (اَلْفَتُحَةُ) : (الْفَتُحَةُ) in the first sentence and (عاماً) in the second.

Rule:

Numerals from eleven to ninety - nine (11 - 99) require a specification of number in the singular form and in the accusative case indicated by (اَ الْفَتُحَةُ).

The numerals one hundred (100) and one thousand (1000) require a singular specification of number in the genitive case indicated by (اللَّكُسُرُةُ) Examples are (صُندُوق) in the first sentence and (السُّهُورُ) in the second.

تمرينات EXERCISES

1. Indicate the specification of number and its kind in each of the following sentences:

2. Fill in each of the blank spaces with a suitable specification of number :

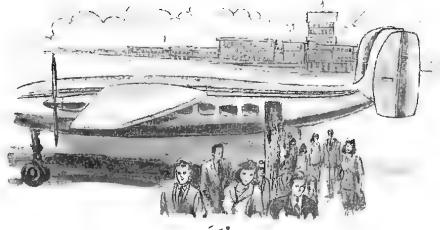
3. Write the following numerals in words:

4. Answer the following questions:

(۱) كُمْ كِتَاباً فِي مَكْتَبَتِكَ ؟ (بِ) كَمْ سَاعَةً تَنَامُ فِي الْيَوْمِ ؟ (ج) كَمْ مِتْراً ارْتِفَاعُ بُرْجِ الْقَاهِرَةِ ؟ (د) كَمْ رَقْماً فِي سَاءَتِكَ ؟

ٱلدَّرْسُ الثَّامِنُ وَالتِّسْعُونَ

Lesson Ninety - Eight



في الْمَطَارِ

قَرُبَ وُصُولُ الطَّائِرَةِ الْقَادِمَةِ مِنَ الْهِنْدِ .

The aeroplane coming from India was expected to arrive shortly.

وَقَفَ الْأَقَارِبُ وَالْأَصْدِقَاءُ يَنْتَظِرُونَ الرُّكَّابَ .

Relatives and friends stood waiting for the passengers.

كَانَتِ الْمَمَرَّاتُ فِي الْمَطَارِ مَحْجُوزَةً إِلَّا مَمَرًّا وَاحِداً.

The airport runways were closed except one.

أَعْطِيَتِ الْإِشَارَةُ إِلَى الطَّائِرَةِ لِتَهْبِطَ فِي الْمَمَرِّ . Signal was given to the aeroplane to land in the runway.

إِقْتَرَبَتِ الطَّائِرَةُ مِنَ الْمَطَارِ وَهَبَطَتْ فِي الْمَمَرِّ.

The aeroplane approached the airport and landed in the runway.

The aeroplane stopped at the place kept for it.

Two cars hurried to the aeroplane to carry the passengers and the luggage.

Workers brought the passenger steps up to the door of the aeroplane

All those on board the aeroplane got off except the pilot and his two assistants.

A car carried the passengers to the airport building

There they were met by the passport and customs officials

The passports were examined and the luggage was checked,

The passengers were permitted to leave the airport except two passengers who had not met all regulations.

At the exit gate the passengers were welcomed.

People who had come to welcome the passengers left except those waiting for the two delayed passengers.

وَبَعْدَ فَتْرَةٍ خَرَجَ هَذَانِ الراكِبَانِ فَاسْتَقْبَلَهُمَا أَصْدِقَاوُهُمَا بِالتَّحِيَّةِ.

After some time, these two passengers went out and they were greeted by their friends.

رَكِبَ الرَّكَّابُ وَأَصْدِقَاوُهُمُ السَّيَّارَاتِ إِلَى مَنَازِلِهِمْ أَوْ إِلَى الْفَنَادِقِ . Passengers and friends took cars to their homes or to hotels.

Cairo International Airport is one of the greatest airports in the world.

نَزَلَ رُكَّابُ الطَّائِرَةِ إِلَّا الطَّيَّارَ .

(الطَّيَّارَ) is an exceptive particle. The excepted noun is (الطَّيَّارَ) and the noun excepted from is (رُ كَابُ). The sentence is affirmative. The excepted noun is in the accusative case indicated by (اَلْفَتُحَةُ) .

سُمِحَ لِلرُّ كَّابِ بِالْخُرُوجِ إِلَّا رَاكِبَيْنِ .

The excepted noun is (رَاكِبَيْنِ) and the noun excepted from is الرُّ كَابِ.

The sentence is affirmative. The excepted noun, which is a dual, is in the accusative case indicated by (الْلَاءُ).

خَرَجَ الْمُسْتَقْبِلُونَ إِلَّا الْمُنْتَظِرِينَ لِلرَّاكِبَيْنِ الْمُتَخَلِّفَيْنِ . 3

The excepted noun is الْمُسْتَقْبِلُونَ.

The sentence is affirmative. The excepted noun, which is a sound masculine plural, is in the accusative case indicated by (اَلْيَاءُ).

قَلَّمَ الْبُسْتَانِيُّ الْأَشْجَارَ إِلَّا شَجَرَاتِ الْمِشْمِشِ . 4.

(The gardener pruned the trees except the apricot trees.)

The excepted noun is (شَجَرَات) and the noun excepted from is (الْأَشْجَارُ).

The sentence is affirmative. The excepted noun, which is a sound feminine plural, is in the accusative case indicated by (الْكُسْرَةُ).

5. In negative sentences, the excepted noun is treated in certain other ways which will be discussed in Book Three.

E XERCISES aquil

1. Indicate the excepted, the excepted from and the exceptive particle in the following sentences:

2. Fill in each of the blank spaces with a suitable excepted noun chosen from those in brackets and mark its case ending:

3. Fill in each of the blank spaces with a suitable excepted - from noun chosen from those in brackets:

4. Use each of the following nouns as an excepted noun in an affirmative sentence and mark its case ending:

اَلدَّرْسُ التَّاسِعُ وَالتِّسْعُونَ



مِنَ الْقُرْآنِ وَالْحَدِيثِ

Extracts from the Koran and the Tradition

قَالَ تَعَالَى : _ « قَالَ يَانُوحُ إِنَّهُ لَيْسَ مِنْ أَهْلِكَ » (هُودٌ ، الْآيَةَ ٤٤). He said, "Oh Noah!he is not of thy people." (Hûd, 46)

« قَالُوا يَاهُودُ مَا جِئْتَنَا بِبَيِّنَةٍ » (هُودٌ ، الْآيَةُ ٣٥)

They said, "O Had! thou hast not come to us with a manifest sign."

(Had, 53)

« وَقَالُوا يَاصَالِحُ اثْنَنَا بِمَا تَعِدُنَا إِنْ كُنْتَ مِنَ الْمُرْسَلِينَ »
 (اَلْأَعْرَافُ ، الْآيَةُ ٧٧)

And they said, "Oh Salih! bring us what thou didst threaten us with, if thou art of those who are sent." (Al-Aarâf, 77)

- « وَقِيلَ يَاأَرْضُ ابْلَعِي مَاءَكِ وَيَاسَمَاءُ أَقْلِعِي » (هُودٌ ، الْآيةُ ٤٤)

And it was said, "O earth! swallow down thy water!" and, "O heaven! hold!" (Hûd, 44)

O ye mountains! echo (God's praises) with him I (Saba, 10)

Work, O ye family of David! thankfully. (Saba, 13)

O ye women of the prophet ! ye are not like any other women. (Confederates, 32)

O our Lord! open between us and between our people in truth. (Al-Aaraf, 89)

O ye folk! remember the favours of God towards you. (Originator, 3)

Say, "O ye misbelievers ! I do not worship what ye worship." (Misbelievers, 1-2)

The Prophet (may God bless and greet him) said, "O Bilal! Proclaim to the people that they should fast tomorrow."

He also said, "O Mu'adh! Be good to people."

GRAMMATICAL NOTES

The 'call' in this sentence is to a proper noun (غُوحُ). Note that the final vowel is (اَلْفُعَةُ), which is (as you know) one of the signs of the nominative case.

The call in this sentence is to both(اَللَّمَاءُ) and (اَللَّمَاءُ) which are 'intended' indefinite nouns (نَكِرَتَانِ مَقْصُو دَتَانِ). Note that the final vowel of each is

3. Note that the vocative in each of the previous sentences is not a construct.

The vocative in sentence (۱) is a proper noun and in sentence (ب) an intended indefinite noun(اَكَرَةٌ مُقْصُودَةٌ). In each sentence the vocative is not a construct. It has an (اَلَفَتُ) (اَلَفَتُ) which is (as you know) the sign of the nominative case of the dual.

The vocative in the sentences (1) is a proper noun and in the sentence () an intended indefinite noun.

Each vocative is not a construct. It has a (وَاوَ) (وَاوَ) which is (as you know) the sign of the nominative case of the sound masculine plural.

6 · Rule:

The vocative bears (اَلْفَّامَةُ) or any other sign of the nominative case if it is a proper noun or an intended indefinite noun, provided that it is not a construct. (اَنُوحُ) here is not accompanied by nunation : (اَنُوحُ) not (اَنُوحُ) .

The vocative (زَسَاعَ) is a construct, the genitive of which is (زَسَاعَ) .Note that the vocative is in the accusative case indicated by

The vocative assumes the accusative case whenever it is a construct. The accusative case may be indicated by (اَلْفَتُحَةُ) as in (الْفُضُرِ) (O greengrocer!) or by any other sign of the accusative case as in (الْخُضُرِ) (Oyou two greengrocers!) and as in (الْخُضُرِ) (Oyou greengrocers!) .In the last two examples, the sign of the accusative case is (الْلُنُهُ) because the vocative is either a dual or a sound masculine plural.

The vocative (الْكَافِرُونَ) has the definite article (الْكَافِرُونَ). In such a case (الْكَافِرُونَ) intervenes between the vocative particle (أَيَّتُهَا) and the definite vocative (الْكَافِرُونَ). If the definite vocative is feminine, (الْكَافِرُونَ) is used as in:

The vocative particle can be dispensed with as in this verse. The vocative (رُبُّ) is in the accusative case indicated by (الْفَتْحَةُ because it is a construct, the genitive being the pronominal suffix (نَ).

10. Other vocative particles than $(\[\] \]$ are $(\[\] \]$). $(\[\] \]$ and $(\[\] \]$.

EXERCISES \$\text{\$\frac{1}{2}}\$ \$\text{\$\frac{1}{2}}\$

1. Fill in each of the blank spaces with a vocative particle and a vocative :

2. Indicate the vocative and its case ending in each of the following sentences:

3. Put each of these particles الْمَا اللهُ اللهُ اللهُ اللهُ in its proper place in the following sentences:

4. Indicate the vocative and its case ending in the following sentences:

- (ج) يَأَيُّهَا الْمَرَبُ حَافِظُوا عَلَى اللَّغَةِ الْعَرَبِيَّةِ . (د) قَالَتْ هِنْدُ : شُكْراً يَا وِدَادُ . (ه) يَأَيُّهَا الصَّيْدَلِيُّ ، هَلْ عِنْدَكَ هَذَا الدَّوَاءُ ؟
- 5. Introduce each of the following nouns with a vocative particle. Make any necessary changes:

الدَّرْسُ الْمِائَةُ

Lesson One Hundred



The Consequence of Hesitation

مَرَّ صَيَّادَانِ بِيرْكَةِ مَاءٍ .

Two fishermen passed by a pond (of water).

pond. "

The other one said. "There is more fish in the river,

and there fishermen have plenty to get.

وَكَانَ فِي الْبِرْكَةِ ثَلَاثُ سَمَكَاتٍ .

There were three fish in the pond.

قَالَتِ السَّمَكَةُ الْكُبْرَى لِأُخْتَيْهَا:

The eldest fish said to her two sisters,

هَلْ سَمِعْتُمَا ؟

" Have you heard?

الصَّيَّادَانِ حَدِيثُهُمَا مُخِيفٌ.

The fishermen's conversation is frightening;

فَيَجِبُ أَنْ نُفَكِّرَ بِسُرْعَةٍ .

we must therefore think fast."

قَالَتِ السَّمَكَتَانِ : أَنْتِ عَقْلُكِ رَاجِحٌ ، وَتَفْكِيرُكِ سَلِيمٌ . وَالْأَمْرُ لَكِ . وَالْأَمْرُ لَكِ .

The two fish said, "You have a good mind and your thinking is sound; it is for you to decide."

قَالَتِ السَّمَكَةُ الْكَبِيرَةُ : يَجِبُ أَنْ نَهْرُبَ .

The eldest fish said, "We must escape.

بِجِوَارِ بِرْكَتِنَا غَدِيرٌ صَغِيرٌ ،

There is a small stream by our pond;

وَالْهُرُوبُ إِلَيْهِ طَرِيقُهُ سَهْلٌ ،

the escape to it is an easy job.

وَلَيْسَ أَمَامَنَا وَقْتٌ طَوِيلٌ ،

We have not got much time,

and the fishermen's nets are strong."

The eldest fish did not hesitate and jumped into the stream

The other two fish stayed behind thinking

Elder sisters give sound advice

Then she also jumped into the stream.

After a while the two fishermen returned from the river.

They spread their two nets in the pond. The youngest fish was caught in one

She knew at last that the consequence of hesitation is perilous.

GRAMMATICAL NOTES

In Part Two you learnt that the *predicate* in the nominal sentence may be singular, dual or plural. It may also be an adverbial or a prepositional phrase. This lesson introduces another kind of predicate.

This is a nominal sentence consisting of a subject and a predicate. The subject is the masculine singular noun (اَ النَّهُورُ) and the predicate is

Note that the predicate is itself an independent nominal sentence consisting of the subject (مُسَكُمُ and the predicate (أَكُمُنُ . Note also that the predicate sentence contains the pronoun (اللهاء) in the word (مُسَكُمُ This pronoun refers to the subject (الله مُلُمُّةُ) and agrees with it in being singular masculine. Such a pronoun is called the referent (الهُمُونُ ; it links the predicate sentence with the subject.

This is also a nominal sentence consisting of a subject and a predicate. The subject is the feminine singular noun (اَلْبِرَكَةُ) and the predicate is the independent sentence (سَمَكُهَا كَثِيرٌ) which consists of the subject (مَمَكُهَا كَثِيرٌ) and the predicate (مَمَكُهَا كَثِيرٌ). The referent here is (هَا) in the word (اَلْبِرْكَةُ); it agrees with the subject (اَلْبِرْكَةُ) in being singular feminine.

The subject is the noun (اَلْصِيَادَان). It is dual and in the nominative case indicated here by (اَلْأَلْفُ). The predicate is the nominal sentence (مُمَا). The referent is the third person dual pronoun (اَمُمَا)

in (الصَّيَّادَانِ). It agrees with the subject (الصَّيَّادَانِ) in being dual.

The subject is the noun (اَلْصَادُونَ). It is a sound masculine plural in the nominative case indicated here by (الْوَاوُ). The predicate is the nominal sentence (شَيَاكُهُمْ مَتِينَةٌ). The linking pronoun is the third person masculine plural pronoun (شَيَاكُهُمْ) in (شِيَاكُهُمْ). It agrees with the subject (اَلصَّيَادُونَ) in being masculine plural.

The subject (الأُحُواتُ) is a sound feminine plural noun in the nominative case indicated here by (الشَّحَوَّاتُ). The word (الكَبِيرَاتُ) qualifies the subject. The nominal sentence (الصَّابَةُ عَالَيْهُ اللهُ الله

Rule:

The predicate may be a nominal sentence. In this case it should contain a pronoun that refers to the subject and agrees with it in gender (masculine or feminine) and in number (singular, dual ot plural).

قرينات EXERCISES

1. Indicate the predicate sentence and the referent in each of the following sentences:

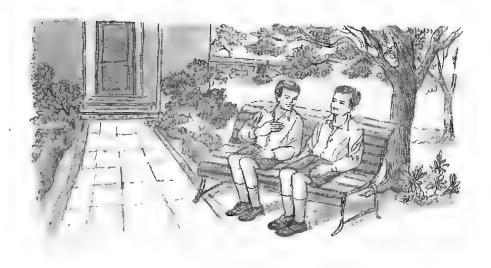
2. Provide a suitable linking pronoun in the predicate sentence in each of the following sentences:

Put each of these nouns in its proper place in the following sentences. Suffix a suitable linking pronoun to each:

ٱلْمُمَثِّلُ تَمْثِيلُهُ رَائعٌ . 4.

Make this sentence refer to the feminine singular, the masculine dual, and the feminine plural. Make any necessary changes.

اَلدَّرْسُ الْوَاحِدُ بَعْدَ الْمِائَةِ Lesson One Hundred and One



الرَّبِيعُ Spring

أَحْمَدُ زَارَ صَدِيقَهُ نَبِيلًا ، فِي يَوْم مِنْ أَيَّام ِ الرَّبِيع ِ .

Ahmad visited his friend Nabil on a spring day.

اَلْصَّدِيقَانِ جَلَسَا فِي حَدِيقَةِ الْبَيْتِ .

The two friends sat in the house garden.

أَحْمَدُ أَعْجَبَهُ جَمَالُ الْأَثْسَجَارِ وَالْأَرْهَارِ .

Ahmad admired the beauty of the trees and the flowers.

He said to his friend, "Look, my friend! The trees are clad with their green leaves.

وَالْأَزْهَارُ تَخْتَلِفُ أَلْوَانُهَا : مِنْهَا الْأَحْمَرُ ، وَمِنْهَا الْأَصْفَرُ ، وَمِنْهَا الْأَصْفَرُ ، وَمِنْهَا الْأَضْفَرُ ، وَمِنْهَا الْأَبْيَضُ .

The flowers have various colours: red, yellow and white.

ٱلْحَدِيقَةُ كُلُّهَا رَائِعَةً .

The whole garden is wonderful."

قَالَ نَبِيلٌ:

Nabil said,

نَحْنُ الْآنَ فِي فَصْلِ الرَّبِيعِ ، وَهُوَ أَجْمَلُ فُصُولِ الْعَامِ .

" We are now in spring; it is the most beautiful season of the year.

ٱلْجَوُّ فِيهِ مُعْتَدِلٌ ، وَالسَّمَاءُ صَافِيَةٌ ،

In spring, the weather is mild, the sky is clear,

وَالطَّبِيعَةُ كَمَا تَرَى جَنْيِلَةٌ .

and the nature, as you see, is beautiful.

وَاللَّانْيَا كُلُّهَا فِي فَرَحٍ وَبَهْجَةٍ:

The entire world (lives) in happiness and joy:

ٱلطُّيُورُ تُغَرِّدُ عَلَى الْأَشْجَارِ .

The birds sing on the trees.

. اَلنَّاسُ يَخْرُجُونَ إِلَى الْحَدَائِقِ ، وَالْمَزَارِعِ ، وَشَوَاطِيءِ الْأَنْهَارِ . People go out to gardens, fields and river banks.

وَالْبَنَاتُ يَتَنَزَّهْنَ فِي الْحَدَائِقِ الْعَامَّةِ .

Girls walk about in parks.

ٱلرَّبِيعُ يُحِبُّهُ النَّاسُ وَيُعْجَبُ بِهِ الشَّعَرَاءُ.

People love spring and poets admire it."

أَحْمَدُ : أَتَحْفَظُ شَيْئًا مِنْ شِعْرِهِمْ ؟

Ahmad: "Do you know by heart some of their poetry?"

نَبِيلٌ : نَعَمْ ، اِسْتَمِعْ :

Nabil: "Yes, listen:

مَا أَطْيَبَ الْهَوَاءَ وَالطَّيْرَ وَالْغِنَاء !

How pleasent the air, the birds and the singing are !

قُمْ نَمْشِ بَيْنَ الزَّهْرِ عَلَى ضِفَافِ النَّهْرِ

Let's walk among the flowers on the banks of the river.

أَمَا تَرَى الرَّبِيعَا وَجَوَّهُ الْبَدِيعَا

Don't you see the spring and (feel) its pleasant weather?

وَغَرَّدَتْ أَطْيَارُهُ

قَدْ أَوْرَقَتْ أَشْجَارُهُ

Its trees have borne leaves and its birds are singing.

فِيهِ الْحَيَاةُ تَحْلُو

إِنَّ الرَّبِيعَ فَصْلُ

Spring is a season in which life becomes sweet.

أَيَّامُهُ أَعْيَادُ

عُبِّهَا الْعِبَادُ Its days are feasts that people love."



اَلرَّبِيعُ يُحِبُّهُ النَّاسُ .

This is a nominal sentence consisting of a subject and a predicate. The subject is (اَلرَّبِيعُ) and the predicate is (اَلرَّبِيعُ).

Note that the predicate is a verbal sentence consisting of the verb (عُرِيْكُ) and the subject (اَلْنَالُسُ). Note also that this sentence contains the pronoun (عُلُهُاءُ) in the word (عُلُهُاءُ); this pronoun refers to the subject of the nominal sentence (عَلَمُهُاءُ).

اَلصَّدِيقَانِ جَلَسَا فِي حَدِيقَةِ الْبَيْتِ . • 2.

This sentence consists of a subject (الصَّديقَانِ) and a predicate (المَلَتُ).

The predicate here is also a verbal sentence consisting of the verb (حَلَسَ)

and the subject (الصَّديقَانِ); this is a dual pronominal suffix referring to the subject of the nominal sentence (الصَّديقَانِ).

اَلنَّاسُ يَخْرُجُونَ إِلَى الْحَدَائِقِ . 3.

This sentence consists of a subject (اَلنَّاسُ) and a predicate (اَيَخْرُجُونَ) .

The predicate here is also a verbal sentence consisting of the verb (اَبَخْرُجُونَ) and the subject (وَاوُ الْجَمَاعَة); this is a masculine plural pronominal suffix referring to the subject of the nominal sentence (اَلنَّاسُ) .

الْبَنَاتُ يَتَنَزَّهْنَ فِي الْحَدَائِقِ الْعَامَّةِ .

This sentence consists of a subject (الْبُنَاتُ) and a predicate (يَتَنَزُّهُنَ) .

The predicate here is also a verbal sentence consisting of the verb(عَتَنَزُّه) and the subject وَ يُتَنَزُّ ; this is a feminine plural pronominal suffix referring to the subject of the nominal sentence (ٱلْبَنَاتُ).

This sentence consists of a subject (اَلطُّيُورُ) and a predicate (اَلطُّيُورُ). The predicate here is also a verbal sentence consisting of a verb (اَلطُّيُّورُ) and an implicit pronoun (ضَميرٌ مُسْتَسَرٌ) acting as subject: (هَى) refers to the subject of the nominal sentence (اَلطُّيُورُ).

Rule ;

The predicate may be a verbal sentence. In such a case the verbal sentence must contain a pronoun (explicit of implicit) that links it to the subject.

EXERCISES

1. Indicate the predicate in each of the following sentences:

- (ب) أَحْمَدُ أَعْجَبَهُ جَمَالُ الْأَشْجَارِ وَالْأَزْهَارِ .
 - (ج) ٱلْأَشْجَارُ تَكْتَسِي بِوَرَقَهَا ٱلْأَخْضَر .
 - (د) اَلْأَزْهَارُ تَخْتَلَفُ أَلْوَانُهَا .
- 2. Indicate the subject and the predicate in each of the following sentences. State the kind of the predicate:
 - (١) اَلسَّمَاءُ صَافيَةٌ.
 - (٢) اَلطَّبِيعَةُ جَمِيلَةٌ .
 - (٣) اَلرَّبِيعُ أَجْمَلُ الْفُصُولِ .
 - (٤) اَلرَّبِيعُ أَيَّامُهُ أَعْيَادٌ . (٥) اَلرَّبِيعُ تَحْلُو الْحَيَاةُ فِيهِ .
- اَلْمَرِيضُ اَلْمُسَافِرُونَ اَلصَّدِيقَانِ اَلشَّمْسُ اَلْقِطَارُ

Fill in each blank with a suitable subject chosen from the words above :

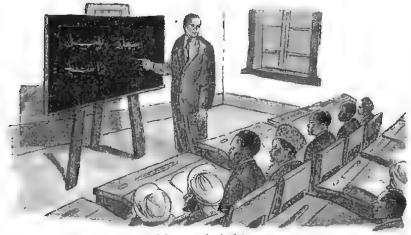
- (١) تُشْرِقُ فِي الصَّبَاحِ . (٢) يَرْ كَبُهُ الْمُسَافِرُونَ .
 - (٣) بَشْرَبُ الدُّواءَ .
- (٤) يَنْزِلُونَ مِنَ الطَّائِرَة .
- (٥) يَتَنَزُّهَانِ فِي الْحَدِيقَة .

4. Complete each of the following sentences with a predicate being a verbal

(١) ٱلْفَلَّاحُ

(۲) سَاعِي الْبَرِيدِ
 (۲) الطَّبِيبُ
 (۳) الطَّبِيبُ

اَلدَّرْسُ اَلثَّانِي بَعْدَ الْمائَة Lesson One Hundred and Two



اَلْعَرَبِيَّةُ لُغَةٌ عَالَمِيَّةُ Arabic is a World Language

اللَّغَةُ الْعَرَبِيَّةُ مِنَ اللَّغَاتِ الْهَامَّةِ فِي الْعَالَمِ . The Arabic language is one of the important languages in the world.

أَهْلُ اللُّغَةِ الْعَرَبِيَّةِ ، الْعَرَبُ، يَزِيدُونَ عَلَى مِائَةِ مِلْيُونِ . Speakers of Arabic, the Arabs, are over a hundred million people.

اَلْمُسْلِمُونَ يُجِلُّونَ اللُّغَةَ اَلْعَرَبِيَّةَ لُغَةَ الْقُرْآنِ الْكَرِيمِ. . Moslems venerate Arabic : the language of the Holy Koran.

اَلْإِسْلَامُ نَبِيَّهُ عَرَبِي ۗ ، وَكِتَابُهُ عَرَبِي ۗ . The prophet of Islam is an Arab, and his Book is in Arabic.

أُوحِيَ الْقُرْآنُ إِلَى رَسُولِ اللهِ مُحَمَّد فِي الْقَرْنِ السَّابِيعِ الْمِيلَادِيِّ . The Koran was revealed to the messenger of God, Muhammad, in the seventh century A. D.

حَفظَ الْقُرْآنُ الْعَرَبيَّةَ ثَلَاثَةَ عَشَرَ قَرْناً.

The Koran has preserved Arabic for thirteen centurie

إِنْتَشَرَتِ الْعَرَبِيَّةُ بِانْتِشَارِ الْإِسْلَامِ فِي آسِيَا وَإِفْرِيقِيَّةَ وَأُورُبَّا . Arabic spread with the spread of Islam in Asia, Africa and Eur

دَخَلَ الْإِسْلَامُ سُورِيَةَ وَفِلَسْطِينَ وَالْعِرَاقَ ، فَدَانَتِ الْأَرَامِيَّةُ لِلْعَرَبِيَّةِ .

Islam entered Syria, Palestine and Iraq, and so Aramaic gave way to Arabic.

وَدَخَلَ الْإِسْلَامَ مِصْرَ ثُمَّ شَمَالَ إِفْرِيقِيَّةَ ، فَحَلَّتِ الْعَرَبِيَّةُ مَحَلَّ Islam entered Egypt and then North Africa. Consequently, Arabic replaced

الْقَبْطِيَّةِ فِي مِصْرَ ، وَتَكَلَّمَ الْبَرْبَرُ الْعَرَبِيَّةَ إِلَّا قَلِيلاً مِنْهُمْ . Coptic in Egypt, and the Berbers, except a few of them, spoke Arabic.

حَكَمَ الْعَرَبُ أَسْبَانِيَا تُمَانِيَةَ قُرُون ، وَحَكَمُوا صِقَلِّيَّةَ قَرْنَيْنِ The Arabs ruled Spain for eight centuries and Sicily for two and a half

وَنِصْفَ قَرْنٍ ، فَسَادَتْ فِيهِمَا الْعَرَبِيَّةُ زَمَناً طَوِيلاً .

وَأَهْلُ مَالْطَةَ يَتَكَلَّمُونَ الْعَرَبِيَّةَ مُنْذُ دَخَلَهَا الْعَرَبُ حَتَّى الْيَوْمِ .

The people of Malta have been speaking Arabic since the Arabs went there.

اَلْعَرَبِيَّةُ ٱلْفَاظُهَا وَافِرَةٌ ، وَأَسَالِيبُهَا دَقِيقَةٌ . Arabic vocabulary is abundant and its syntax is precise.

وَهِيَ تَصْلُحُ لِلْأَدَبِ وَالْعِلْمِ مَعاً .

It is suitable for both literature and science

فَيَا أَهْلَ الْعَرَبِيَّةِ حَافِظُوا عَلَيْهَا ، وَيَأَيُّهَا الْمُسْلِمُونَ تَعَلَّمُوا الْعَرَبِيَّةَ .

- O ye people of Arabic! preserve it
- O ye Moslems! learn Arabic!

اَللَّغَةُ الْعَرَبِيَّةُ مِنَ اللُّغَاتِ الْهَامَّةِ .

The word (الْعَرَبِيَّة) is an adjective qualifying the word (الْعَرَبِيَّة); both are in the nominative case. The word (الْعَامَة) is also an adjective qualifying the word (اللَّعَات); both are in the gentive case.

(الْعَرَاق) and (الْعَرَاق) are joined to (فَلَسُطِينَ) by the coordinating conjunction (الْعَرَاق). The sentence beginning with (كَانَتُ) is also joined to the sentence beginning with (كَنَتُ) by the coordinating conjunction (الْفَاعُ) indicates simple coordination, while (الْفَاعُ) indicates coordination+ immediate sequence.

(is a coordinating conjunction that indicates coordination + retarded sequence.

is a substitute for (رَسُولِ) ; both are in the genitive case.

The specification of number (قُرُون) is a plural acting as genitive to

. (ٱلْكَسْرَةُ) It is in the genitive case indicated here by . (ثَمَانِيَةَ) . (الْكَسْرَةُ) بَرْيدُونَ عَلَى مِائَةِ مِلْيُونِ .

The specification of number (مَانَة) acts as genitive to (مَانَة). It is in the genitive case indicated by (ٱلْكَسْرَةُ).

The specification of number (قَرْنَاً) is a singular noun in the accusative case indicated here by (اَلْفَتْحَةُ) .

The excepted noun (قَلْيلاً) is in the accusative case indicated here by (اَلْفَتْحَةُ); the excepted - from noun is (اَلْفَتْحَةُ). The sentence is affirmative (not negative).

The vocative (أَهْلَ) is in the accusative case indicated here by (أَهْلَ)

It stands in the construct with (الْعَرَبِيَّة)

The vocative (الْمُسْلَمُونَ) which is a sound masculine plural contain.

(الْوَاوُ) This (الْوَاوُ) is the sign of the nominative case of the sound masculine plural.

Note that (اللهُ أَلُهُ intervenes between the vocative particle (إِلَى and the vocative (الهُ سُلِمُونَ), the latter being defined by (الهُ سُلِمُونَ).

(١) ٱلْمُسْلِمُونَ يُجِلُّونَ الْعَرَبِيَّةَ .

The subject (اَلْمُسْلَمُونَ) is in the nominative case indicated here by (الْوَاوُ). Its predicate is the verbal sentence (الْمُسْلُونَ). Note that the waw of the the plural (وَاوُ الْجَمَاعَةِ) refers to the subject of the nominal sentence (الْمُسْلِمُونَ).

(ب) ٱلْعَرَبِيَّةُ أَلْفَاظُهَا وَافِرَةٌ .

The subject (اَلْعَرَبِيَّةُ) is in the nominative case indicated here by (اَلْعَرَبِيَّةُ). Its predicate is the nominal sentence (اَلْفَاظُهَا وَافْرَةٌ). Note that the third person feminine singular pronominal suffix (هَا أَلْفَاظُهَا) refers to the subject (اَلْعَرَبِيَّةُ).

EXERCISES تمرينات

1. Indicate the adjective and its case ending in each of the following sentences:

(١) اَلْعَرَبِيَّةُ لُغَةُ الْقُرْآنِ الْكَرِيمِ.

(ب) أُوحِيَ الْقُرْآنُ إِلَى مُحَمَّد فِي الْقَرْنِ السَّابِعِ الْمِيلَادِيِّ .

- (ج) سَادَت الْعَرَبِيَّةُ زَمَناً طَويلاً .
- (د) لِلْغَرَبِيَّةِ أَلْفَاظٌ وَافِرَةً وَأَسَالِيبُ دَقِيقَةٌ.
- 2. Indicate the substitute and its case ending in each of the following sentences:

 - (١) أَهْلُ الْعَرَبِيَّة ، الْعَرَبُ ، يَزِيدُونَ عَلَى مِائَةِ مِلْيُونِ . (ب) اَلْمُسْلِمُونَ يُجِلُّونَ الْعَرَبِيَّةَ ، لُغَةَ الْقُرْآنِ الْكَرِيمِ .
- 3. Indicate the predicate sentence and its kind (nominal or verbal) in each of the following sentences:
 - (١) اَلْعَرَبُ يَزِيدُونَ عَلَى مِائَةِ مِلْيُونٍ . (ب) اَلْإِسْلَامُ نَبِيُّهُ عَرَبِيُّ .

 - (ج) أَهْلُ مَالْطَةَ يَتَكَلَّمُونَ الْعَرَبيَّةَ .
 - (د) اَلْإِسْلَامُ كِتَابُهُ الْقُرْآنُ .
 - (ه) ٱلْعَرَبِيَّةُ أَسَالِيبُهَا دَقيقَةٌ .
 - (و) وَهِيَ تَصْلُحُ لِلْأَدَبِ وَالْعَلْمِ .
- 4. Indicate the pronouns suffixed to nouns and particles in the following sentences:
 - (١) اَلْإِسْلَامُ نَبِيهُ عَرَبِيًّ ، وَكَتَابُهُ عَرَبِيًّ. (١) الْإِسْلَامُ نَبِيهُ عَرَبِيًّ. (ب) اِنْتَشَرَ الْإِسْلَامُ وَانْتَشَرَتُ مَعَهُ الْعَرَبِيَّةُ .
- (ج) دَخَلَ الْإِشْلَامُ مِصْرَ وَشَمَالَ إِفْرِيقِيَّةَ فَسَادَتْ فِيهِمَا الْعَرَبِيَّةُ . (د) يَتَكَلَّمُ الْبَرْبَرُ الْعَرَبِيَّةَ إِلَّا قَلِيلاً مِنْهُمْ .

 - (ه) اَلْعَرَبِيَّةُ أَلْفَاظُهَا وَأَفِرَةً ، وَأَسَاليَبُهَا دُقيقَةً .

GLOSSARY

Page	Meaning	Word	Leiter	Page	Meoning	Word	Litere
٤٥	be good (imperative-mase, sing.)	أَحْسِنْ		YA	end	آخِرٌ	1
71	(to) her two sisters (genitive)	(لِ) أُخْتَيْهَا		٧٦	Asia	آسِیا آلٌ	
٦٢	1 7	َ الْأَخَوَ اتُ		٥٤	family	7ڵ	
77	at last	أُخِيراً		٤٠	Aminah (the daughter of	آمنَةً	
٧٠	I have not been to	(لَمْ) أَدْخُلُ			Wahb) swallow down	(بِنْتُ وَهْبٍ)	
٤٢	(what) shall make thee know?	(مَا) أَدْرَاكَ		۳٥	(imperative- fem. sing.)	ابلكعي	
40	utensils, equipment	أَدَوَاتُ		٤ ،	his parents	أَبَوَاهُ	
٤٥	remember (imperativ - masc. pl.)	ٱذْكُرُوا		٤١	Abu - Talib	أَبُو طَالِبٍ	
٥٤	proclaim (imperative-masc. sing.)	ٲٙۮؙٙڹ۟		٤٨	(workers) brought	اُبْتَی بِ	
٤٢		ٱلْأَذُى		24	two (dual- genitive)	اِثْنَيْنِ اِثْنَيْنِ	
٧٦	Aramaic	اَلْأَرَامِيَّةُ		٤٨	regulations	إِجْرَاءَاتً	
40	irdabb	ٳؚۯڎؘۘۘٮ		۲٠	he seated	أُجْلُسَ	
۳٥	rice	ٲؙڒؙڒؙ		۱۸	he seated them (dual)	أَجْلَسَهُمَا	
٧٦	its (fem.) syntax	أَسَالِيبُهَا		٦٨	the most beautiful	أَجْمَلُ	
٧٦	-	أشبانيا		14	celebrations	إحْتِفَالَاتً	
1	he played host to	اِسْتَضَافَ		77	one of them (dual)	إِحْدَاهُمَا	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
70	children	أَطْفَالٌ		, 44	he could do without.	اِسْتَغْنَى عَنْ	
۲.	(the lights) were turned off	أُطْفئَت (الْأَنْوَارُ)		, ٤٨	(the passengers) were received	اُسْتُقْبِلَ (الرُّكَابُ)	
٧٠	its (masc.) birds	أَطْيَارُهُ		۲.	he received them (masc. pl.)	اِسْتَقْبَلَهُمْ	'
٥٤	I worship	أَعْبُدُ		٤٩	(their friends) received them	اسْتَقْبَلَهُمَا	
۱۳	(the Egyptians) recognized	اغْتَرَفَ			(dual) listen (impera-	(أُصْدِقَاؤُهُمَا)	
		(الْمِصْرِيْونَ)	'	79	tive-mase.	اِسْتَمِع	
٦٧	it (masc.) appealed to him	أُعْجَبَهُ		77	sing.) listen (impera- tive - fem. sing.)	راسمعي	
٣	-	أُعَدَّتْ		٣٤		أَسْوَاقٌ	
٥٣	Al - Aaraf	ٱلْأَعْرَافُ		٤٧	signal .	إِشَارَةُ	
٤٧	it (fem.) was given	أُعْطِيَتْ		£ Y	it (masc.) increased	اِشْتَدَّ	
41	advert sement, trailer	ٳڠ۫ڵڒڗؙ		٤١,	he worked	اِشْتَغَلَ	
٥٤	work (impera- tive-masc. pl.)	إعْمَلُوا		٧٠	its (masc.)	أَشْجَارُهُ	
٧٠	feasts	أُعْيَادٌ		٤٩	their (masc. pl.) friends	أَصْدِقَاؤُهُمْ	
٤٥	open (impera- tive-masc. sing.)	اِفْتَحْ		٤٩	their (dual)	أَصْدِقَاؤُهُمَا	
11	Africa	إِفْريقيَّةُ		٤٢	his companions	أُصْحَابُهُ	
19	I prefer	أُفَضِّلُ		* 1	(the lights) were turned on	ا أُضِيئَتِ	
٤٧	relatives	أَقَارِبُ			THE MARION VIII	(الأَنْوَارَ)	

Page	Meaning	Ward	Letter	Page	Meaning	Word	Letter
٤٢	spread	اِنْتِشَارُ		14	they held	أَقَامُوا	
۲۷	it (fem.) spread	اِنْتَشَرَتْ		٤٧	it (fem.)	ِ اِقْتَرَبَتْ	
44	it (masc.) was revealed	اً أُنْزِلَ		14		أَقْدَمُونَ	
**	they (fem.) were revealed	أُنْزِلَتْ		١	divide (imperative masc. sing.)	اقسم	
٤٢	we sent it (masc.) down.	أَنْزَلْنَاهُ		٥٣	hold (imperative- fem. sing.)	أَقْلِعِي ′	
Υ٨	Thou art gracious (to)	أَنْعَمْتَ (عَلَى)		۱۳	(dams) were built	أُقِيمَتْ	
11	that it (masc.)	أنّه		٤٢	more (than)	أَكْثَرُ (مِنْ)	
۱۳	rivers	ا أَنْهَارُ	:	79	increase (Impera tive-dual)	أكثيرا	
۲۸	guide us	إهْدِنَا		٧٦.	· · · · · · · · · · · · · · · · · · ·	أَلْفَاظُهَا	
٥٣	thy (masc.)	أَهْلُكَ		٦٨	their colours	أُلُوانُهَا	
۱۳	the most important	أَهَمُ		79	don't you?	أَمَا	
11	the central parts (of)	أَوَاسِطُ		11	in front of us	أَمَامَنَا	
٤٥	echo (imperative fem. sing.)	ا أُوبِي		47	metres	أَمْتَارٌ	
٧٥	it (masc.) was revealed	أُوحِيَ		71	affair	أمر	
٧٦	Енгоре	أُورُبًّا ۗ		. 40	she held	أَمْسَكُتْ	
٧٠	(its trees) have borne leaves	ٲٞۅ۠ۯؘڡؘٙؾ۠		۱۲	rains	أَمْطَارٌ إِنْ إِنَّا	
٦.	at first	أُوَّلاً		٥٣	if	إِنْ	
۲۸	first (fem. sing.)	أُولَى		٤٢	verily we	إنا	

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Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
79	girls	بَنَاتٌ		y•	its (masc.) days	آبامه آبامه	
٤	your two daughters	بِنْتَاكُمَا		٥٣		ائتنا	
۲	(to the man's) two daughters	بَنَاتٌ بِنْتَاكُمَا (ل) بِنْتَى (الرَّجُلِ) (مِنْ) بَنِي هَاشِم		0 2	sing.) O ye	أَيْهَا	
٤ ٠	(from) Bani	(الرجل) (منْ) بَنني		40	he sold	بَاعَ	ب
	Hashem	هَاشِم		40	she sold	بَاعَتْ	} [
١,	with it (masc.)	به		۳	the rest	بَاعَتْ الْبَاقِي بَاقِيَةٌ بِدَايَةٌ	
٦٨	јоу	بَهجة		۱۲	remaining (fem.)	بَاقِيَةٌ	
04	a manifest sign	بَيْنَةً		٤٢	beginning	بِدَايَةً	
1	among us	بَيْنَنَا		٧٦	the Berbers	ٱلْبَرْبَرُ	
٣	following (fem.)	تَالِيَةُ	ت	71	our pond	اَلْبَرْبَرُ بِرْ كَتُنَا بَطَاطِسٌ بَطْنُ	
49		تَحْفَظُ		47	potatoes	بَطَاطِسٌ	
	sing.) know . by heart	(أَنْتَ)		٤٠	womb	بَطْنُ	
٧٠	it (fem .) becomes	(أَنْتَ) تَحْلُو (هِيَ) تَحَيَّةٌ		7.	rest	بَقِيَّةٌ	
٤٨	sweet greeting	. 1		77	(the two fish) stayed behind	، بَقْيَتِ ا (السَّمَكَتَان)	
۲,۸	(their colours) vary	تَخْتَلَفُ (أَلُوانُهَا) تَذَا كِرُهُمْ		77	town	بَلْدَةً	
۲.	their (masc.pl.)	تَذَا كِرُهُمْ		٤١	he reached	بَلَغَ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٤٨	customs	جَمَارِكُ		٦.	hesitation	 تَرَدُّدُ	
٦٧	beauty	جَمَالٌ	'	٤١	he married	تَزَوَّجَ	
۲	its (fem.) two wings(accusative)	جَنَاحَيْهَا		19	to drink (you- dual)	(أَنُّ) تَشْرَبَا	
٤٨	passports	جُوَازَاتٌ		19	you (two) drink	تَشْرَبَانِ	
٦٩	its (masc.) weather	جَوْهُ جَوْهُ	 	۱۲	they (fem.) are witness to	تَشْهَدُ (هِيَ)	
٥٣	thou hast come to us	جِئْتَنَا	•	٧٦	it (fem.) is suitable	تَصْلُحُ (هِيَ)	
			_	٤٥	you (masc. pl.) worship	تَعْبُدُونَ	
٧٦	preserve (imperative-masc.pl.)	حَافِظُوا	اح	٥٣	thou didst threaten us (with)	تَعِدُنَا	
٤٠	the Hejaz	اَلْحِجَازُ		٧٦	learn (impera- tive-masc. pl.)	تُعَلَّمُوا	
۳۰	the Tradition	ٱلْحَدِيثُ		74	they sing	تُغَرِّدُ (هِيَ)	
71	tlieir (dual) conversation	حَدِيثُهُمَا		77	they (fem. dual)	تُفَكِّرَانِ	
٤١	Ḥira' (cave)	حِرَاءُ		71	your (fem. sing.) thinking	تَفْكِيرُكِ	
٣٦	silk	حَرِيرٌ		٣٤	it (fem.) is held they (fem.)	تُقَامُ (هِي)	
۲.	according to	(بِ) حَسَبِ		۲	you (pl.)	تَقْبَلُونَ	
٧٦	it (masc.) has preserved	حَفِظَ		۲۸	accept it (fem.) is read	تُقْرَأُ (هِيَ)	
٤٥	truth	حُق		٦٨	they (fem.) are clad	تَكُنّسِي(هِيَ)	
٧٦	it (fem.) replaced	حَلَّتْ		١٢	they spring	تَنْبُعُ (هِيَ)	
40	his donkey	حِمَارُهُ		٤١	his grandfather	جَدُه	ح

Page	Меания	Word	Letter	Page	Meaning	Word
٧٦	(the Arabs) went into it	دَخَلَهَا		٤٨	carrying	حَمْلُ
	(fem.)	(الْعَرَبُ)		80	she carried	حَمّلَتْ
۲.	they walked into	دَخَلُوا		49	orthodox	حَنِيفٌ
٤٢	he called	دُعَا		۲۸	where	حَيْثُ حَيْثُ
۲۸	prayer	دُعَاءً		Y V	the last (of the	* 51£
۲۸	he was burned	دُفِنَ		'	prophets)	(اَلنَّبِيِّينَ)
17	 Damietta	دِمْیَاطُ دُنْیَا		11	eterna)	خَالِدُ
۱۳	(the) world	I		٤١	Khadijah	خُديجة
٤٩	international	دَوْلِيُّ دِينُكُمَا		٣٥	she went out	ِ خَرَجَت
49	your (dual) religion	دِينُكُمَا		14	fertility	ء خِصب
40	maize	ذُرَةً	ذ	05	your (mase. sing.) manners	خُلُقُكُ
٦١	sound, logical	رَ اجع		٤١	(behaviour) Khuwailid	خُوَيْلِدٌ
71	rest, repose	رَّاجِع رَاحَةٌ		٣	choice	خِيَارٌ
٣٦	satisfied	الرَّاضِي		0 8	David	دَاوُدُ
١,	tributary	رَافِدٌ		٧٦	it (fem.) gave way	دَانَت
11	two tributaries (nominative)	رَافِدَانِ رَاكِبَانِ		٣	chickens	دَجَاجَاتٌ دَجَاجَتَانِ
٤٩	two passengers (nominative)	رَاكِبَانِ	{	٤	two chickens	دَجَاجَتَانِ

			1	<u> </u>		1	 ,
Page	Meaning	Word	Letter	Page	Меаліпу	Word	Letter
40	her husband	زَوْجُهَا		٤٨	two passengers (accusative	رَا كِبَيْنِ	
٣	even (division)	زَوْجِيَةً		۱۳	or genitive) wonderful (fem.)	رَ اتَّعَةً	
٧٥	seventh	سَابِيعٌ	<u>-</u>	۲	its (fem.) head	رَأْسُهَا	
۲۷	it (fem.) prevailed	سَادَتْ		۲٠	they saw	رَ أَوْا	
٤٨	(two cars)	سَارَ عَتْ		٣	the master (of the house)	رَبِّ (الْبَيْتِ)	
	rarried	(سَيّارَتَان)		05	O our Lord !	رَبُّنَا	
۲	two legs (nomi- native)	سَاقَانِ		٦٠	their (masc.)	رزقهٔ م	
۲	its (fem.) two legs (accusative)	سَاقَيْهَا		۱۲	Rosetta	رَشِيدُ	
٤٥	Saba (ancient South Arabian	مَبَأ		٣٦	pound (weight)	رَشْيد رِطْلٌ رَعْیُ	
۱۳	kingdom) dam	ا سُدُ		٤١	tending sheep	رَعْیُ	
۱۳	the High Dam	اَلسَّدُّ الْعَالِي		٤٧	passengers	رُ گَابٌ	
۱۳	dams	، ، سَدُو د		٤١.	Ramadan	رَمَضَانُ	
**	he greeted (him)	سَلَّمَ (عَلَيْهِ)		14	tributaries	رَوَافِدُ	
٤٨	ladder	سُلُّم		٦٧	he visited	زَارَ	_
٤٨	it was permitted	سمح		•	his fellow	21.5	
71	you (dual) have heard	سَمِعْتُمَا		7.		رمینه رَهْر ا	
71	fish (pl.)	سَمَكَاتُ		14	HOWELS		
71	two fish (nominative)	سَمَكَاتُ سَمَكَتَانِ سَمَكَتَانِ		۳٥	husband; pair	زَوْجُ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٦٩	their (masc.)	ه ۶ و ۰ شبعر هم		۹,۰	its (fem.) fish	سَمَكُهَا	
79	banks (of rivers)	شُواطِئُ		١	fat (fem.)	سَمِينَةً	
٥٣	Salih	صَالِحٌ	ص	٤١	years (genitive)	سنين ً	
7.7	sound, well- founded	صَائِبَةٌ	! 	٦١	easy	ا سَهل سرو برو	
١٨	their (masc.	صديقهما صراط		11	the Subat	السُّوبَاطُ 	
۲۸	,	صِرَاطُ		77	sura	ا سُورَةً	
٦٢	youngest (fem.)	و . صغری		٧٦	Syria	سُورِيَةَ	
٧٦	Sicity	صقلِّيةُ		٤٨	two cars (nominative)	سَيِّارَتَانِ	
47	prayer	صَلَاةً		٤١	lady	سَيِّدَةٌ	
44	May God bless	صَلَّى اللهُ		٤٠	biography	مِيرةً	
	and greet him	عَلَيْهِ وَسَلَّمَ		١٨	сіпета	سِينَمَا	
٦٠	two fishermen (nominative)	صَيَّادَانِ		٤١	his youth	شْبَابُهُ	فد
٦٠	fishermen (nominative)	صَيَّادُونَ		٧٠	booking-office	شُبَّاكُ	
	those who err	ضَالِّينَ	فد			التَّذَاكِرِ	
49	genitive) banks	ضفافً		٦٢	their (masc.)	شِبَاكُهُمْ	
,	(of rivers)	خَسْفُ		77	ĺ	شَبكتَيْهِمَا	
<u> </u>		99 ,	-	27	l '	شبه	
71	its(masc.) way	طرِيقه	ط			جَزِيرَةٍ	

•

Page	Mege	Word	Letter	Page	Meauing	Word	Addere.
14	its (fem.) greatness	عَظَمَتُهَا		۱۳	all the year round	طُولَ الْعَامِ	Ŀ
71	your (fem. sing.) mind	عَقْلُكِ		١	pleasant	ظَرِيفُ	نز
٧٦	science	ا علم ا	1				-
۲۸	(he was angry) with them	(غَضب)عَلَيْهم	1	٦.	consequence	عَاقِبَةٌ	3
٤١	(masc.) his age	ع ووو عمره		٦٢	its (masc.) consequence	عَاقِبَتُهُ عَاصِمُ	
47	(he dispensed)	(اسْتَغْنَى)عَنْهُ		١٨		عَاصِمً	
4.4	with it (masc.)		_	٧٥	international (fem.)	عَالَمِيَّةٌ	
	CAVO		غ	۲٠	the usher	عَالَمِيَّةُ عَامِلُ الْمَقَاعِدِ عِبَادُّ	
0 2		غَداً		٧٠	people	عِبَادُ	
71	stream	غَدِيرٌ غَرَّدَتْ	[]	٤٠	Abdul-Muttalib	عَبْدُ الْمُطَّلب	
٧٠	(the birds) "have sung	اً غَرَّدَت		٣	its (fem.) hind	عَجْزُ هَا	
۱۲	silt	غِرَيْن		۳	old	عَبْدُ الْمُطَّلِبِ عَجُزُهَا عَجُوزٌ	
۱۲	heavy (fem.) (heavy rains.)	غَزِيرَةً		٧٥	Arabs	،رر غُرُب	
۲۸	the Preface (the first sura)	(سُورَةُ)الْفَاتِحَةِ	ن	71	it (masc.) was	عَرَبٌ عُرِضَ	
٥٤	Originator	فَاطِرُ		٧.	shown attraction	عَرْضَ	
٣٦	Fatimah	فَاطِمَةُ	': 		(show)	عرص عَرَفَت	
۲۱	period	فَتْرَةٌ		77	it (fem.) knew twenty	عرفت ،	
٤٨	(the luggage) was checked	و مرس فتست		٤١	(accusative)	عشرين	
٤٨	(the passports) were examined	فُحصَت		11	Atbara	عَطَبَرَةً	

.

Page	Meaning	" Word	Letter	Page	Meaning	Word	Letter
٤١	(Surah of)	(سُورَةُ) الْقَدْرِ		٨٢	happiness	فَرَحُ	
		القدر		٣	odd (division)	فَرْدِيَّةٌ	
۲	he presented it (fem.)	قَدَّمَهَا		14	branch	فَرْعٌ	
11	in ancient times	قَدِيماً		۱۲	two branches	فَر [°] عَيْن	
77	the Koran	· اَلْقُرْ آنُ		۱۳	(genitive) favours	فَضْلُ	
17	nearness	قُرْبُ ً		44	реррег	فُلْفُلُ	
٥٧	two centuries (accusative)	قَرْنَيْنِ		٤٩	hotels	فَنَادِقُ	
٧٥	centuries	قُرُونٌ		١٣	flood	فَيَضَانٌ	
٤٠	Quraish	_ق ُريشُ قريشُ		71	film	فِيلْمٌ	
44	section	قِسْمٌ		77	in them (dual)	فيهما	
۲	your (masc, sing.) way of dividing	قِسْمَتُكُ		٤٨	(the officials)	قَابَلَهُمُ	
۲	my way of dividing	قِسمَتِی			met them	(الْمُوَظَّفُونَ)	
٤	they passed	قَضَوْا		٤	they said	(الْمُوَظُّفُونَ) قَالُوا	
۲	İ	قَطَعَ		۲	one who says	قَائِلٌ	
77	it (fem.) jumped	قَفَرَتْ		۲۸	people who say (sound masc.	قَائِلِينَ	
٥٤	say (imperative- masc. sing.)	قُلُ		٧٦	placcusative) Coptic	ٱلْقِبْطِيَّةُ	
79	get up (impera- tive-masc. sing.)	قُمْ ﴿		٤ ،	tribe	قَبِيلَةٌ	
19	coffee	قَهْوَةً		٣٥	kadah (measure of capacity)	قَدَحٌ	

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
49	tongue	لِسَانً	ں	0 2	our people	قَوْمُنَا	
٥٤	ye (tem. pl.) are not	لَسْتُنَّ		٥٣	it was said	قِيلَ	
۷٥	languages	لُغَاتُ		9 %	misbelievers	كَافرُونَ	
٣	for both of you	لَكُمِا		١٧	great (fem.)	کَافِرُونَ کُبْرَی	
٤١	when	لَمَّا		٦٢	large (sound	كَبيرَاتٌ	
۱۸	to them (dual)	لَهُمَا		11		كَبِيرَانِ	
٣	for me	لي		17	-nominative)	ٔ کَبِیرَیْنِ ٔ کَبِیرَیْنِ	
۳٥	he is not	لَيْسَ		YY	dual-genitive) the Holy	(اَلْقُرْ آنُ)	
٤١	the Night of Judgement	لَيْلَةُ الْقَدْرِ			(Koran)	الْكَرِيمُ	
٤	their evening	لَيْلَتُهُمْ	! !	11	(its sources) were discovered	كُشِفَتْ	
79	how pleasant	مَا أَطْيَبَ	٩	۲۸	the ka'bah	ٱلْكَعْبَةُ	
	the air is!	الْهَوَاءَ		٤٢	misbelievers	كُفَّارُ	
٤٠	thy (fem. sing.) water	مَاءَكَ		٤١	he took charge of him	كَفَلَهُ	
٤١	(accusative) he died	مَاتَ		۲v	speech	كَلَامُ	
٧٦	she died	مَاتَت		£Y	all of it (masc.)	كُلُّهُ	
٥٣	Malta	مَالْطَةُ		٦٨	all of it (fem.)	كُلُّهَا كَنْلَتَدْن	
٤٨	the building	الْمَنْنَى		40	two keilas (accusative)	كَيْلَتَيْنِ	
49	clear	مُبِينٌ			(measure of capacity)		

Page	Meaning	Word	Page Page	Meaning	Word
۲۱:	}	مُضحِكٌ	۲٠	cartoons (lit. moving pictures)	(الصُّورُ) المُتَحَّرِّكَةُ
٤٩	airports	مَطَارَاتَ	٤٨	delayed (masc.	مُتَخَلَّفُ:
19	together	مُعاً	1 1	dual-genitive) strong (fem.)	مُّ الْمُعَادِينَ الْمُعِلَّ الْمُعَادِينَ الْمُعِلَّ الْمُعَادِينَ الْمُعَادِينَ الْمُعَادِينَ الْمُعَادِينَ الْمُعَادِينَ الْمُعَادِينَ الْمُعَادِينَ الْمُعَادِينَ الْمُعَادِينَ الْمُعَادِينَ الْمُعَادِينَ الْمُعَادِينَا الْمُعَادِينَ الْ
٦٨	mild	مُعْتَدِلُ		the course (of a river)	المِيد المُجْرَى
۲۸	people (Thou art) wroth with	امَغْضُوبٌ	11	unknown (fem.)	مُجْهُولَةٌ
U 12		ا عليهِم مَكَّةُ	٤٧	reserved (fem.)	مَحْجُوزَةً
1 1	Mecca		77	Muhammad	محمل
۷٥	million	مِلْيُونٌ	Vo	place	مَحَلُّ
٤٧	runway	ر م ممر	٤٨	kept for	مُخَصَّصُ لَ
٤٧	runways	مُمَّرُّاتُ	71	frightening	مُخِيفُ
11	sources	منابع	1	playful, jocular	ر مداعب
١١	its (masc.) sources	مَنَابِعُهُ	٥٣	those who are sent (sound masc. pl.genitive)	ٱلْمُرْسَلِينَ
٤٨	those waiting (sound masc. pl. accusative)	ٱلْمُنْتَظِرِين	٤٨	his two assistants (accusative)	مُسَاعِدَيْهِ
41	sickle	مِنْجَلُ	٤٨	people who wel- come (sound	مُسْنَقْبِلُونَ
40	textiles	مَنْسُوجَاتٌ	Y.Y	masc. pl. nominative) right	مُستَقيم
٤٨	passport officials	مُوَظَّفُو الْجَوَازَاتِ	74	mosque Moslems (sound masc. pl.)	مُسْجِدً مُسْلمُونَ
٧٥	A. D.	ميلَاديُّ		nominative) mouth (of a	* 1

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
۲۸	he emigrated	هَاجَرَ	A .	۲۸	prophet	نبیی	ن
٧٥	important (fem.)	هَامَّة	Transfer de la constitución de l	Vo	its (masc.) prophet	نَبِيه	
٤٧	it (fem.) Janded	هَبَطَتْ	1	**	prophets (sound masc, pl	نَبِيّينَ	
٤٢	Hijrah (Emigration)	ه څر څ		٧٨	genitive) we find	نَجِدُ	
71	escape	مر در الا هر و ب		40	we need	نَحْتَاجُ	
٤٧	India	الْهِنْدُ		٤	we want	نُرِيدُ	
۳٥	Hûd	ءِ م ھُود		19	we spend the evening (night)	٠٠ م. او نسبهر	
17	the valley	ِ الْوَادِي	و	' 	he grew up	نَشَأ	
14	its (masc.)	واديه		17	it (fem.) developed	نَشَأَتْ	
٧٦	abundant (fem.)	وَ افْرَةً		77	they (masc. dual) spread	نَشَرَا	
٤١	revelation	وَحْي		٦٢	their (fem. pl.) advice	نَصَائِحُهُنَّ	
٦٢	perilous (fem.)	وخيمة		71	we think	نُفَكُّرُ	
٦٨	their (the trees')	وَرَقُهَا		۲	we accept	نَقْبَلُ	
٦٢		اَلْوُسْطَى		79	let's walk	(قُمْ) نَمْشِ	
٤٧	(one)(fem.) arrival	و صُولٌ وصولٌ		14	river	نَهُرُ	
٤١	he was born.	وُلِدَ		71	we escape	نَهُوْبِ	
٤	your two sons (nominative)	وُصُولَ وُلِدَ وَلَدَاكُمَا وَلَدَى		94	Noah	نَهُرُبُ نُوحٌ ،	
۲	the two sons of (genitive)	وَلَدَى		! 			

Page	Meaning	Word	Letter	Page	Meaning	Word	Letter
٧٥	they (masc.)	يَزِيدُونَ عَلَى		٧٦	O ye!	يَأَيُّهَا	ى
٤٨	they (dual) did	(لَمْ)	!	14	it (masc.) heads	يتجه	
Ì	not carry out in full	يَسْتُوفِيَا	1	11	(it) joins	يَتَّصِلُ بِ	
١٢	it (masc.) flows into	يُصُبُّ	i	٤١	he worships	يَتَعَبَّدُ	
0 \$	(that) they should fast	َ (أَنْ) يَصُومُوا		۱۲	it (masc.) branches off	يتفرع	
	they think	يصومو، يَظُنُّونَ		\ \\\\	they (masc.) speak	يَتَكَلَّمُونَ	
	(poets) admire	يسون		५५	they (fem.) walk about	يَتُنَزُّهْنَ ٠	
	it (masc.)	يدب ب		' 71	it is a duty (that)	يَجِبُ	
	it (masc.) , straightens	يفوم رورو		٧٥	they (masc.)	يُجِلُّونَ	
41	(Ibrahim) needs	يلزم (لإِبْرَاهِيمَ)		11		يَجْهَلُونَ	
۱۳	it (masc.) is	مَّ مِنْ الْمُنْ الْمُ		79	(people) love it (masc.)	ا يُحِبُّهُ	
	known for	ي ننبع		٧٠	(people) love them	يُحِبُّهَا	
	springs they (masc.)	ىنْتَظُ ،نَ		47	he needs	يَحْتَاجُ	
	wait	ا دَمْل کُرَدُ		14	it (masc.) runs i	يَكُخْتَرِقُ	
,,,	it (masc.) guides you (dual)			79	they (masc.)	يكثرُجُونَ	
				7.	(Masiems) implore	يَخرَجُون يَدُعُو يَدُهَا	
				70	her hand	ا يَدُهَا	

قت الطباعة بمطابع المركز الإقليمي لتعليم الكبار (أسفك) سرس الليان ، منوفية ،ج .م .ع مرس الليان ، ٢٠٠٤/ ٣٥٠٠



A R.E. BROADCASTING CORPORATION CAIRO

 ARABIC BY RADIO,
 تعليم العربية بالراديو

 P.O.B. 325
 ٣٢٥ : ٣٢٥

 CAIRO
 القاهرة

 A. R. E.
 جهورية مصر العربية

SECOND STAGE TEST (ON BOOK TWO) إختبار مرحلة ثانية انجليزي

PLEASE WRITE IN BLOCK LETTERS

To be received back in Cairo not later than the end of January, next.

Remark: You are kindly requested to answer the questions on the back page, cut it and send it back to us within the course of two months

Dear Listener,

Arabic By Radio wishes you the best of luck in answering the questions contained in this Second Stage Test on Book Two (Parts 1-4).

After answering all the questions on the following pages, you are kindly-requested to return the test-paper to us. It should be received here not later than the end of January next, at the following address:

Arabic by Radio P. O. B. 325 Cairo A. R. E.

Those who gain 50% or more will pass the test and will receive certificates and valuable prizes.

Yours sincerely, Director General, Arabic By Radio.

اخْتِبَارُ الْمَرْحَلَةِ النَّانِيَةِ (فِي الْكِتَابِ الثَّانِي)

١ - ضَعْ فِي الْمَكَانِ الْخَالِي مِنَ الْجُمَلِ الآتِيَةِ الْكَلِمَةَ المُنَاسِبَةَ مِنَ
 الْكَلِمَاتِ الَّتِي أَمَامَهَا بَيْنَ قَوْسَيْنِ :

Fill in the spaces in the following sentences with suitable words of your own.

Answers: (10 marks)

نُوَافِذُهَا).	، بَابُهَا ،	(بَيْتُنَا	. مَفْتُوحٌ	لْحَدِيقَةُ	i _	١
يَجْمِلُونَ)	ِنَ. يُحِبُّونَ .	هِمْ (يَلْعَبُو	. حَقَائِبَهُمْ فِي أَيْدِي	لمسافِرُونَ	۱ _	۲
. أَكْبَرُ ﴾	. اقصر . أقصر	(أَطُولُ	أَنْهَارِ الدُّنْيَا	لنِّيلُ	_	٣
. `سُدُودٌ)	. درم ، صور	لِيمَةٌ (مَنَابِعُ	فِرَى النَّيلِ عَظِ	أقيمَتْ عَلَى مَا	-	٤
نَصَائحُهُمْ)	. رِزْقَهُمْ .	(شِبَاكُهُمْ	وَاسِعُ	الصَّيَّادُونَ .	-	٥
Answers :				الإِجابة :		
					_	١
						۲
			_		_	٣
	••					٤
		·				0

٢ - ضَعْ فِي الْمُكَانِ الْخَالِي مِنَ الْجُمَلِ الْآتِيةِ الْكَلِمَةَ الْمُنَاسِبةَ مِنَ الْجُمَلِ الْآتِيةِ الْكَلِمَةَ الْمُنَاسِبةَ مِنَ الْكَلِمَاتِ الَّتِي بِالْمُسْتَطِيل:

Fill in the spaces in the following sentences with a suitable word from the frame below

(10 marks)

do.E	المُسْلِمُونَ	•	مَنَابِعُ	•	تَصْلُحُ	راضيا	

- ١ كُشِفَتْ . . . النَّيلِ فِي الْمَاضِي .
 - ٢ ـ يَدْعُو . . . اللهَ فِي كُلِّ صَلَاةٍ .
 - ٣ ــ عَادَ الزُّوْجُ مِنَ السُّوقِ . . .
- ٤ _ كَفَلَ النَّبِيُّ بَعْدَ مَوْتِ جِدُّه . . . أَبُوطَالِب .
 - ه ـ اللُّغَةُ العَرَبِيَّةُ . . . لِلْأَدَبِ والْعِلْم مَعًا

Answers:	•	الإجابة	
			۰ ۱
			- Y
			- ۲
			_
			_ 0

(مِن	الدُرُوسِ الدُرُوسِ	بقراءة	مُستَعِينًا	يناسِبها	بِمَا	جُمْلَةِ	حُلَّ	كُمِلْ	Í _	۳
							: (•••	إلى	4٧

Complete every sentence with the suitable words drawn from Lessons 97 100 . (10 marks)

١ – مَاتَ أَبُو النَّبِيِّ وَهُوَ فِي بَطْنِ أُمِّه
 ٢ – كَانَتِ الْهِجْرَةُ بِدَايَةَ فِي شِبْهِ الْجَزِيرَةِ الْعَرَبِيَّةِ .
 ٣ – إِنَّ مَطَارَ الْقَاهِرَةِ مِنْ مَطَارَاتِ الْعَالَمِ .
 ٤ – السَّمكُ فِي النَّهْرِ وَرِزْقُ الصَّيَّادِينَ
 ٥ – إِنَّ التَّرَدُّة وَخِيمةً ، وَالْعَاقِلُ لَا

Answers:

: الإجابة: - ١

٤ ــ امْلَا مُكَانَ النَّقَطِ لِتُكَوِّنَ جُمْلَةً صَحِيحةً عَلَى مِثَالِ الْجُمْلَةِ الَّنِي فِي السَّطْرِ الْأَوَّلِ :

الَّتِي فِي السَّطْرِ الْأُوَّلِ :
Fill in the spaces in each sentence to form a complete one (Example is given below).
(10 marks)
أَنْتَ عَرَبِيٌّ تَتَكَلَّمُ اللَّغَةَ الْعَرَبِيَّةَ .
۱ ـ أنا
۲ – نیحن
۳ ـ أنْتِ
٤ _ أَنْتُمَا
ه ـ أنتم
۳ ـ شُوَ
٧ – هِيَ
٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠
ر. ۱۰

بِقُراءَةِ	الإجابة	عَلَى	وَاسْتَعِنْ	٤	الآنيةِ	الأسطِلَةِ	عَن	أجِب	_	8
				:	(47)	ىن ٩٣ إل	ن (،	الدروس		

Answer the following questions whose answers occur in Lessons 93—96. (10 marks)

١ _ مَا أَهَمُ السُّدُودِ عَلَى مَجْرَى النَّيلِ ؟

٢ _ بِمَاذَا يَمْتَازُ وَادِى النَّيلِ ؟

٣ - كُمْ سُورَةً فِي الْقُرْآنِ الْكَرِيمِ ؟

٤ .. مَا السُّورَةُ الَّتِي تُقْرَأُ في كُلُّ صَلَّاةِ ؟

ه _ أَيْنَ تُقَامُ الْأَسْوَاقُ ؟

Answers:			جابة :	الإ.
		 	 	· _ \
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		 	 	٠ ٢
_		 ·	 	<u> </u>
		 	 	#

٦ _ اقْرَإِ الْجُمَلَ الآتِيةَ ، ثُمَّ ضَعْ عَلَامَةَ (٣) أَمَامَ الْجُمَلِ المُنَاسِبَةِ الَّتِي تُكُمُّلُ الْمَعْنَى :

Put (11) opposite the right clause under each sentence

١ _ أَنَا أَتَكَلُّمُ بِاللُّغَةِ الْعَرَبِيَّةِ .

- لِأَنِّى مِنَ الْيَابَانِ. - لِأَنِّى عَرَبِيُّ.

_ لأَنِّي إِنْجَلِيزِيِّ .

٢ _ أَذْهَبُ إِلَى الْقَرْيَةِ لِأَبِيعَ وَأَشْتَرى.

_ لأَنَّ الْأَسْوَاقَ تُقَامُ فَى الْقُرَى.

_ لَأَنَّ الْأَسُواقَ تُقَامُ في المُدُنِ.

_ لَأَنَّ الْأَسْوَاقَ تُقَامُ فِي الشَّوَارِعِ .

٣ ـ نَحْنُ نُحِبُ الْحَدَائِقَ .
 ـ لِأَنَّ بِهَا كُتُبًّا نَافِعةً .
 ـ لِأَنَّ بِهَا مَنَازِلَ مُريحةً .

_ لِأَنَّ بِهَا أَشْجَارًا وَأَزْهَارًا جَمِيلَةً.

٤ ــ أَقَامَ اليصرِبُّونَ لِلنَّيلِ احْتِفَالَاتٍ رَائِعَةً.
 ــ لِأَنَّهُ أَطُولُ أَنْهَارِ الدُّنْيَا.

_ لَأَنَّهُمْ عَرَفُوا فَضَّلَهُ.

ع لأَنَّهُمْ كَشَفُوا مَنَابِعَهُ .

ه _ خَرَجَ الْأَصْدِقَاءُ إِلَى السِّينَمَا. _ لِيُشَاهِدُوا الْحَدَاثِقَ الْجَمِيلَةَ

- ليُشَاهِدُوا الصُّورَ الْمُتَحَرِّكَةَ . - لِيُشَاهِدُوا مَصَانِعَ خُلُوانَ .

٧ _ رَتِّبِ الْجُمَلَ الْآتِيَةَ لِتُكُوِّنَ فِقْرَةً مُتَرَابِطَةً صَحِيحَة:

Re-arrange the following sentences to form a coherent sound passage.

١ - فُحِصَتِ الْجَوَازَاتُ ، وَفُتَّشَتِ الْحَقَائِبُ.

٢ _ سُمِحَ للرُّكَّابِ بِالْخُرُوجِ ، فَاسْتَقْبَلَهُمْ أَهْلُهُمْ بِالتَّحِيَّةِ .

٣ _ وَحَمَلَتْ سَيَّارَةُ الرُّكَّابَ إِلَى مَبْنَى الْمَطَارِ.

٤ _ وَقَفَتِ الطَّائِرَةُ فِي المَطَارِ ، وَنَزَلَ مِنْهَا الرَّكَّابُ.

٥ _ وَهُنَاكَ قَابِلَهُمْ مُوَظَّفُو الْجَوَازَاتِ وَالْجَمَارِكِ.

		_
 	_ · •	_ '
		_
		_

٨ - اضْبِطْ كُلَّ كَلِمَةٍ نَحْتَهَا خَطُّ فِي الْجُمَلِ الْآنِيَةِ ، وَبَيِّنْ ٣ - اضْبِطْ : ٣ - اضْبِطْ :

Put the suitable vowel sign on each underlined word and state the cause.

١ - ذَهَبَ مَاجِدٌ وَعَاصِم إِلَى صَدِيقِهِمَا نَبِيل .

٢ _ أَنَا أُفَضَّل عَصِير الْفَوَاكِهِ .

٣ - إِشْتَرَى أَبِي مِنَ السُّوقِ كِيلَتَبْنِ ذُرَة .

٤ - قَلَّمَ الْبُسْنَانِيُّ الشَّجَرَ إِلَّا شَجَرَة الْمِشْمِشِ.

و _ يَا أَحْمَد اذْهَبْ إِلَى الْمَطَارِ .

Answers:

الإجابة:

مُسَبُ الضَّبْطِ	الْكَلِمَةُ مَضْبُوطَة
	۱ _ عَاصِم
	۲ - عَصِير
	۳ ـ ذُرُة
	٤ _ شَجَرَة
	٥ ـ أَحْمَد
	٥ _ أحْمَد

٩ - ضَعْ كَلِمَةٌ مُنَاسِبةً فى الْمكانِ الْخَالِي مِنْ كُلِّ جُمْلَةٍ ، ثُمَ اضْبِطْهَا مُبينًا شَبَبُ الضَّبْطِ على مِثَالِ السَّطْرِ الْأَوْلِ :

Fill in the spaces in the following sentences with a suitable word. Put the suitable vowel sign on each stating the cause. (An example is given below).

(10 marks)

الجملة السبب السّورةُ الْأُولَى مِن الْقُرْآنِ سُورةُ الْفَاتِحةِ لِأَنَّهُ خَبرُ الْمُبْتَدِا السّورةُ اللّأَولَى مِن النّيلِ حضَارةٌ . . .

٢ - اسْتَقْبِلَ نَبِيلٌ صدِيقَه. . . في حُجْرةِ الجُلُوسِ .

٣ _ اسْتَعْمَلْتُ فِي الْأَكْلِ الْمِلْعَقَةَ و

٤ .. يا . . . الْفَاكِهَةِ زِنْ لِي كِيلُو عِنْبًا.

٥ _ إِنَّ تَمْثِيلُهُ بارعٌ .

Answers: ,

الإجابة :

السبب	الْكَلِمَةُ مَضْبُوطَة
	- 1
	- Y
	- r
	- \$
	_ 0

١٠- إقْرِإ القِطْعَةَ الْآتِيةَ ثُمَّ أَجِبْ عن الْأَسْئِلَةِ الَّتِي بعْدَهَا:

Read the following passage and answer the questions below. (10 marks)

فَصْلُ الرَّبِيعِ أَجْمَلُ فُصُولِ الْعامِ ، الْجَوُّ فِيهِ مُعْتَدِلٌ ، والسَّماءُ صَافِيةٌ ، والدُّنْيَا في فَرَحٍ وَبَهْجَةِ :

الطُّيُورُ تُغَرِّدُ عَلَى الْأَشْجَارِ ، وَالنَّاسُ يَخْرُجُونَ إِلَى الْحَدَائِقِ وَالْمَزَارِحِ ، وَشَوَاطِيءِ الْأَنْهَارِ ، لِيَتَمَتَّعُوا بِالطَّبِيعَةِ الْجَمِيلَةِ ، وَالْأَزْهَارِ المُتَفَتَّحَةِ .

والرَّبِيعُ لِجَمَالِهِ يُحِبُّهُ النَّاسُ ، وَيُعْجَبُ بِهِ الشُّعَرَاءُ.

الأُسْئِلَةُ:

- ١ _ مَا أَجْمَلُ فُصُولِ الْعَامِ ؟
- ٢ إِنَّى أَيْنَ يَخْرُجُ النَّاسُ فِي الرَّبِيعِ ؟
- ٣ لِمَاذَا يُحِبُّ النَّاسُ فَصْلَ الرَّبِيع ؟
 - ٤ ـ مَا مَظَاهِرُ فَرَحِ الناس
 - ـ اسْتُخْرِجْ مِنَ القِطْعَةِ :
 - خَبَرًا لِلْمُنْتَدَا.
 - _ فَاعِلاً .
 - _ نَعْنًا وَاضْبِطْهُ.
 - _ نَعْثًا وَاضْبَطْهُ .
 - _ مَجْزُورًا بِحَرْفِ جَرٍّ.

Answers:	لإجابة :
) ¥(
<u> </u>	 <u> </u>
	فَبَرُ الْمُبْتَدَإِ هُوَ :
	لْفَاعِلُ هُوَ :
	نَّعْتُ مَضْبُوطًا هُوَّ :
	ورود و روی رودور لمحرور بیج ف حر هو :

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ARABIC BY RADIO

First Stage lessons are broadcast every Sunday and repeated every Tuesday.

Second Stage lessons are broadcast every Monday and repeated every Wednesday.

Third Stage lessons are broadcast every Thursday and repeated every Saturday.

ARABIC BY RADIO
P. O. BOX 325
CAIRO A.R.E.

WE HOPE TO RECEIVE THIS FORM BACK IN THE COURSE OF TWO MONTHS,

APPLICATION FORM

File no.	***************************************
Occupation	
Age	
Name	
Address	***************************************
! am a liste	ner of Arabic by Radio, stage I wish to be promoted to the
following stag	ge.
Dear listener	
Prior to yo	our promotion to the following stage, you are kindly requested
to answer th	e following questions, before sending this form back to us.
F	lease put the mark opposite the right answer.
	sten regularly to our radio lessons?
l listen reg	gularly - Not regularly - Not at all.
If you liste	en, please mention the wavelength
The wavel	ength is
Do you pr	refer to follow our Course in your native language? Yes - No
Please me	ntion your native language.
Native lan	guage :
Do you lis	ten to the programme beamed to your area from Radio Cairo
in your na	tive language? Please mention the wavelength. Yes-No.
The Wavele	nigth is

الرد على هذا الامتحان اجبارى حتى تحصل على شهادة الانتقال الى المرحلة التألية وحتى يظل اسبحك مسبجلا لدينا ولتحصيل على مطبوعات العربية بالراديو بعد الاجابة نرجو ان ترسله فورا على العنوان التالى :

630

اذاعبة جمهورية مصر العريبة

تعليم العربية بالراديو

س-پ ۲۲۵ ـ ۱۱۵۱۱

القاهرة ــ ميس

تمت الطباعة بمطابع المركز الإقليسي لتعليم الكبار (أسفك) سرس الليان ، منوفية ،ج .م .ع ٢٥٠٠ /٢٥٠ م